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ABSTRACT

A North Carolina study examined the problem of adult illiteracy in Spring 1988. Secondary data for the service areas of eight community colleges chosen as study sites indicated that approximately 25 percent of North Carolinans aged 25 years and older had completed less than the ninth grade in 1980 and the majority of them were unemployed. A review of community colleges' long-range plans for literacy service provision showed that four programs provided literacy education in community colleges; the annual retention rate was 33 percent; and new students accounted for 67 percent of students. Surveys of literacy service providers found that: (1) improvement was needed in publicity, networking, and student diagnosis; (2) instructors focused on basic skills instruction; (3) problems included low motivation and self-esteem; and (4) students quit school due to work or lack of interest. State directors of adult literacy programs in other states were interviewed to collect information on features of their programs. Roundtable discussions at study sites obtained input on the problem. Recommendations focused on industry-sponsored classes; advertising; special services; instructional services; staff development; interagency cooperation; and funding. (The document contains 48 references. Appendixes, amounting to approximately one-half of the report, included selected data for study sites, literacy plans for North Carolina community colleges, survey questionnaires, and an inventory of literacy services for study sites.) (YLB)

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A COMMUNITY BASED STUDY OF ADULT LITERACY IN NORTH CAROLINA

Submitted to:

North Carolina Department of Community Colleges
Division of Adult and Continuing Education

by

Center for Urban Affairs and Community Services
North Carolina State University

May, 1988

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

A. Introduction

This report describes the procedures and findings of a study of adult literacy in North Carolina conducted during the spring of 1988. The study used a community-based approach in examining the causes of and potential solutions to the problem of adult illiteracy.

Eight North Carolina community colleges were selected as study sites as follows: Central Piedmont Community College, Davidson County Community College, Durham Technical Community College, Gaston College, Martin Community College, Richmond Community College, Sampson Community College, and Southeastern Community College. These sites reflect a diversity of traits in literacy program organization and implementation and represent both rural and urban settings.

The community college service areas were used as the basis for data collection on characteristics of service area residents and literacy programs. Directors, instructors, and students associated with literacy programs at the study sites were interviewed concerning various features of literacy programs such as: reasons students quit school, problems adults face in returning to school, and recommendations for improving literacy education.

B. Major Findings

Findings for each of the major research tasks are summarized below.

1. Secondary Data Collection for North Carolina and Study Sites

Secondary data were collected for North Carolina and the eight study sites from 1980 U.S. Census and various other public use data files.

a The population for North Carolina is estimated to reach 7,262,895 by 2000. Between 1980 and the year 2000 the percentage of persons aged 15 years old and younger is projected to decrease from 24.5 percent to 20.3 percent; the percentage of persons aged 16-64 will increase from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

b. Approximately 25 percent of North Carolinians aged 25 years and older had completed less than the ninth grade as of 1980. Another 21 percent had not completed high school. Approximately 20 percent of urban residents had completed less than nine years of school and 20 percent had completed one to three years of high school. Twenty-eight percent of rural residents aged 25 and older had completed eight or fewer years of school and 22 percent had completed one to three years of high school.

c. Of the black population 25 years of age and older, 35 percent had completed fewer than nine years of school. Among whites and those persons classified as belonging to other racial categories, 22 and 35 percent, respectively, had completed less than nine years of school. The percentage of adults with one to three years of high school is roughly equivalent among racial groups. Nearly twice as many whites as nonwhites have completed four years of college or more.

d. Approximately 39 percent of persons aged 16 years and older had less than a high school diploma at the beginning of the decade.

e. Approximately 45 percent of the population aged 65 years and older had less than nine years of education in 1980.

f. The majority of persons aged 25 years and older who had completed less than nine years of school were not employed in 1980. Furthermore, persons having the lowest levels of education appear to be at greatest risk of living in poverty.

g. There were 432 persons incarcerated by the end of 1987. Of those persons, 22 percent had completed less than a ninth grade education and 49 percent had finished one to three years of high school.

2. *Review of Literacy Plans for North Carolina Community Colleges*

Long-range plans for the provision of literacy services for each of the community colleges (58) were reviewed and summarized.

a. There are four programs providing literacy education in North Carolina community colleges. They are: 1) Adult Basic Education (ABE) - a program of basic skills for adults, aged 16 and older, who have not graduated from high school and who function at less than the 8.9 grade level; 2) General Educational Development (GED) - a program designed to help students pass the GED test leading to a high school equivalency certificate; 3) Adult High School (AHS) - a cooperative program of instruction designed to

offer high school courses leading to an adult high school diploma; and 4) Compensatory Education (CED) - a program which compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

b. The annual retention rate for the literacy programs is 33 percent.

c. The number of new students recruited by literacy programs each year averages approximately 67 percent of all students enrolled in the programs.

3. *Survey of Literacy Programs in Selected North Carolina Community Colleges*

Surveys were completed with program directors, instructors, and students involved in literacy programs at the eight study sites.

a. Most literacy programs in the study sites are administered by one program director or coordinator. The majority of programs provide literacy training on their campuses and in other community locations such as churches, public school buildings, human service agencies, and correctional facilities.

b. Most literacy programs offer educational counseling, although less than half offer employment counseling or job placement referral services. Three of the programs offer transportation and two offer child care services.

c. Twenty-two of the 27 programs require their instructors to have at least a college degree. Nineteen programs use volunteer staff who assist with instruction, tutoring, or support services.

d. Program directors felt their programs needed a great deal of improvement in the areas of publicity/outreach, interagency networking activities, and diagnosing student needs and goals. Program directors suggested that literacy programs could be improved by increasing funding for instructional materials, providing ongoing in-service training for instructors, increasing funding for advertising literacy programs, increasing funding to support recruitment/retention specialists, and by reducing class size to allow more individual attention for students.

e. Most instructors in the eight study sites work twenty hours or less per week in literacy programs. Less than 35 percent of instructors in any of the four programs work over twenty hours per week.

f. Instructors spend the majority of classroom time in basic academic skills instruction. From three to nine percent of literacy program instructors provide tutoring.

g. Sixty-nine percent of the instructors teach in large classroom settings of ten or more students. Instructors rated one-on-one instruction and small group settings of five or fewer students as the most effective instructional settings.

h. A common problem experienced by instructors in teaching adults to read was related to students having been out of school for a long period of time. Additionally, instructors cited lack of motivation on the part of the students as a major problem.

i. The majority of instructors cited low self-esteem as a major problem adult students face in learning to read along with family problems, learning disabilities, transportation problems, and lack of motivation to learn.

j. Student respondents ranged in age from 16 to 81 years old. Sixty-nine percent of the students reported completing one to three years of high school.

k. Sixty-eight percent of the student respondents first quit school when they were 16 or 17 years old.

l. Over half of the student respondents reported that they work full or part-time while attending school.

m. Sixty-seven percent of the students have been enrolled in a community college literacy program prior to their current enrollment.

n. The two major reasons students cited for quitting school initially were the need to get a job or work on the farm and a lack of interest in school. Students also reported that they quit school because they lacked credits needed for graduation.

o. Most students found out about the community college literacy program from friends and relatives. Most students returned to school to improve themselves or to get a diploma. Over half of the students reported spending six or fewer hours in class per week.

p. Students rated learning centers, private tutoring, and small classroom instructional settings as very useful in helping them to learn and the overwhelming majority of students reported having no problems with their instructors.

q. The major reason students cited for liking their program of study was the ability to work at their own pace.

r. The majority of students reported being satisfied with their basic skills training but noted that they could be helped more if their instructor provided more one-on-one instruction.

s. Student respondents reported that they will use their newly-acquired skills to help them feel more confident in daily activities; for personal satisfaction; to be promoted, change jobs, or get a job; and to seek further education.

t. Student respondents recommended improving literacy programs by increasing television and radio advertising; improving instructor sensitivity; providing rewards to help retain students; providing more support services such as child care and financial aid; improving instructional materials by making them more adult-like; and improving instruction by increasing individualized and one-on-one instruction.

4. *Survey of Selected Out-of-State Literacy Programs*

State directors of adult literacy programs in other states were interviewed to provide information on features of literacy education in their states that might be useful to North Carolina Department of Community Colleges' literacy program administrators. The out-of-state interviews included a series of questions on aspects of literacy program operation, recruitment and retention techniques, program assessment strategies, assessment of student progress, and characteristics of instructors in literacy programs (e.g., level of education, training, etc.).

a. All of the contacted states offer ABE, GED, and AHS programs.

b. The majority of states contacted reported that approximately seventy-five percent of their instructors hold part-time positions.

c. All states contacted reported using pre- and posttests for student evaluation purposes. Most states are attempting to implement a uniform statewide testing system.

d. Most of the states conduct an in-depth program evaluation; some involve peers and/or students in this process.

e. Overall recommendations made by these program administrators were: increase support services for students; increase one-on-one instruction; and increase funds for advertising to recruit students.

5. *On-Site Data Collection at Study Sites*

Round table discussions were held at each of the eight community colleges chosen as study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy staff members and from groups who provide literacy services in the local area.

a. Prior to each site visit, literacy staff members completed an inventory of literacy services provided in their surrounding community.

b. Most agencies in the eight community college service areas maintain a close working relationship with their local community college.

c. Major barriers to service utilization for adult students identified by round table members are: adult students have low self-esteem and lack confidence; adult students often have inflexible work schedules and transportation problems; adult students often need a wide array of support services ranging from personal counseling to day care.

d. Literacy program staff reported that the current funding formula does not allow flexibility needed for creative solutions to serving adult students.

e. CED programs should be funded to allow smaller classes.

f. Funding for ABLE Centers should be increased based on the number of students served and student success.

g. Funding should be available for literacy councils, especially for providing support services such as transportation for students.

h. Clarify roles of various literacy service providers and improve interagency coordination.

i. Increase involvement of employers in offering cooperative literacy training programs.

C. *Summary of Overall Recommendations*

Recommendations below are based on data collected from survey respondents, participants in the local round table discussions, a review of literature on illiteracy, interviews with program administrators in other states, and a review of information on literacy programs throughout North Carolina.

1. ***Industry-sponsored classes***

   a. Increase employer awareness of the potential benefits to their companies of industry-sponsored classes. Involve industries in literacy education for persons who, otherwise, might be unable to participate in literacy training programs.

   b. Establish model programs to test the outcome of literacy training for employees and provide incentives in the form of tax benefits and public recognition for participating employees.

2. ***Advertising***

   a. Provide incentives to former or current students to assist in recruitment.

   b. Initiate ongoing television literacy campaign to recruit potential students.

3. ***Provision of Special Services for Adult Students***

   a. Provide counseling services to help adult students integrate literacy training skills into their careers and their lives in general.

   b. Provide adult students in literacy programs with transportation and day care services to assure retention of students.

4. ***Instructional Services***

   a. Continue to offer literacy classes across a broad range of days and times.

   b. Establish more learning labs and individualized instructional centers at a variety of locations to increase students' access to instruction.

5. ***Staff Development and Training***

   a. Employ more full-time instructors and allow them to become fully involved in the planning and implementation of literacy programs.

   b. Hire full-time recruitment/retention specialists.

6. ***Interagency Cooperation***

a. Improve cooperative relationships between the public school system and the community college system through a statewide effort that allows students to make easier transitions between systems.

b. Develop a statewide effort to encourage cooperation between community college literacy programs and literacy councils to enhance opportunities for students.

7. ***Funding of Literacy Programs***

a. Alter current funding formula to include measures other than FTE to determine funding allotment.

b. Limit class size to ten or fewer students to enhance literacy training for adult learners.

c. Allocate special funding for learning disabled students.

d. Allow a smaller ratio of students to instructors in CED classes.

e. Increase funding for ABLE Centers based on utilization rates and student success.

f. Establish block-grant funding for local programs to allow more flexibility in service provision.

g. Establish funding supplements for literacy councils to offset expenses incurred in providing support services.

I. INTRODUCTION

I INTRODUCTION

A *Purpose of Study*

This study focuses on adult illiteracy in North Carolina. The report addresses structural and operational problems that interfere with service delivery in community college literacy programs. The report also identifies personal circumstances that contribute to the problems that adults face in their attempts to achieve literacy and makes recommendations concerning the further reduction of illiteracy in the state.

A community-based approach in examining the causes and potential solutions to the problem of illiteracy was utilized. The report, therefore, addresses the illiteracy problem from the perspective of persons enrolled in literacy programs and those persons who provide these services. Groups participating in the study included students, instructors, and program directors of community college literacy programs and those involved in community groups and organizations directly or indirectly providing literacy training. The study is based on a definition of literacy which includes several aspects of literacy. Students in literacy programs who were interviewed for the study included those in grade levels 0-8 as well as 9-12. Although many of these students are able to read, since they did not finish high school, they often lack the level of skills required to obtain employment in today's society. The following sections of this chapter present background information concerning adult literacy issues and a general description of the study research procedures.

B *Background*

The problem of adult illiteracy has received extensive attention in recent years from educators, the media, government agencies, and citizens in general. Estimates from the United States Department of Education suggest that over seventy-two million, or one out of three, adults over the age of seventeen lack the basic reading and writing skills needed to secure employment (*News and Observer*, 3/7/88, "Illiteracy Imperiling Economy, Experts Say"). This number is growing by approximately two million persons

annually in spite of the fact that today's work place requires higher levels of literacy than ever before.

In North Carolina, an estimated thirty-nine percent of North Carolinians over age sixteen have not completed high school (U.S. Census of Population, 1980). These persons are severely disadvantaged in their ability to meet the demands of today's employment market and to function in society in general.

Awareness of the importance of literacy training is increasing each year in the United States. As noted by Erwin Smith (1970:9), the current emphasis upon literacy education evolved from several changes in American society as follows:

1. More people are born, and they will live longer than past generations.
2. Menial jobs are disappearing, and jobs requiring higher skills are becoming more abundant.
3. There is a knowledge explosion and a technological revolution that require new approaches to education.
4. There has been an awakening of a latent social conscience in the United States.
5. We now accept the idea that education is needed from cradle to grave.
6. Institutional and governmental responsibilities and patterns of financing are being revised.

Defining literacy fosters an ongoing debate among educators. A universally applicable definition of literacy is difficult to construct, and it is frequently difficult to locate and identify illiterate persons. Literacy is often defined as the ability to read and write in one's native tongue or "in a national language where this is required by cultural and political realities" (Bhola, 1984:21). Additionally, competence in basic math skills is commonly regarded as an aspect of basic literacy. However, as indicated by Harvey Graff, (1987:373) "dictionary definitions of literacy frequently emphasize the basic ability to read and write, and include such elements as learning, education, instruction, liberal education, literature and literary qualities, polish, and articulateness."

Another controversy surrounding the definition of literacy is the actual ability level that constitutes literacy. The accepted ability cutoff point for this level is subject to change as society changes. According to Karel Neijs (1961:11), "even for census purposes no universally accepted standards have ever been adopted, but the level of literacy is evidently connected with a level of attainment, to be assessed through adequate tests." Neijs (page 11) also makes the following observations:

1. The minimum attainment consists of reading an easy passage and writing a simple message or at least signing one's name.
2. A mature attainment may be said to consist of: a thoughtful reading attitude and a demand for meaning as one reads; a reading vocabulary of 2,500 or more of the most frequently used words in the language; mastery of skills which will enable the reader to identify new words independently; ability to secure a clear grasp of the meaning of what is read; ability to react thoughtfully to what is read and to make use of or apply the facts learned; ability to read silently for meaning at a rate of 150 words a minute; reasonable effectiveness in oral reading; keen interest in reading and the habit of engaging regularly in self-initiated reading.[1]

In the early twentieth century, a fourth grade reading level was considered to be the basic threshold for functional literacy--the minimum level required for obtaining employment (Wrolstad and Fisher, 1986). Today, however, many authorities contend that a sixth-grade level is the absolute base-level required for minimal participation in the U.S. labor market. Many agree that a high-school diploma is a virtual necessity for obtaining employment in most sectors of today's job market.

[1]W.S. Gray, *Preliminary Survey on Methods of Teaching Reading and Writing*, Unesco, Paris, 1953, Part 1, pp. 37-38.

Regardless of the specific definition or ability level of literacy accepted, it is clear that the benefits of literacy accrue to both the individual and society. For the individual, the ability to read is necessary for fully exploiting the resources and opportunities available in society. Illiteracy is a threat to the individual's equality and his or her entitlement to the principles of democracy. Illiteracy violates the individual's right to education and the ability to obtain employment.

Literacy improves the individual's use of language and results in improved speaking and writing, and clearer thinking. Several benefits of literacy for the individual are listed by Neijs (1961:9-10) as follows:

1. Literacy obviously helps a person to improve his or her economic condition. As an aid to various skills - vocational, domestic or artistic - it is invariably needed sooner or later.
2. Participation in the culture of one's group means at least the ability to read as a technical basis for an understanding of literature and thought.
3. Literacy helps to create self-respect, a feeling of confidence and a desire for self-betterment and knowledge. Learning to read and write often makes a profound impression which has been compared to a spiritual experience in some way related to the emergence and growth of personality. People are uplifted by it and are made aware of their power to alter their environment by individual and group action.[2]
4. The ability to read and meditate upon the sacred written word means effective religious participation.

---

[2]A social welfare officer at Dar-es-Salaam, quoted by S. Milburn in: *Methods and Techniques of Community Development in the United Kingdom Dependent and Trust Territories*, New York, United Nations, 1954 (Community Organization and Development Series).

Literacy among the masses also has a definite impact on the functioning of the society. Worldwide research has indicated that per capita income is directly related to the level of literacy in a nation (Bowman and Anderson, cited in Bhola, 1984:27). Dlaugh (1966, cited in Bhola, 1984:27) cites several positive effects of literacy for society as follows:

1. raises individual productivity and, through a spill-over effect, raises the productivity of the literate person's co-workers;
2. expedites the flow of knowledge to individuals, and, consequently, reduces the cost of transmitting information to them;
3. increases the demand for vocational and technical education;
4. enhances occupational mobility; and
5. strengthens individual response to economic incentives or rewards.

C. *General Procedures and Methodology*

Personal interviews were conducted with literacy service providers and users in eight North Carolina community colleges chosen as study sites. Additionally, selected secondary data for the service areas of these colleges were collected. The study sites listed below were selected to represent a diversity of program types and locales.

1. Central Piedmont Community College
2. Davidson County Community College
3. Durham Technical Community College
4. Gaston College
5. Martin Community College
6. Richmond Community College
7. Sampson Community College
8. Southeastern Community College

The general procedures involved in each component of the study are discussed below.

1. Collection of Secondary Data for Study Sites

Background data for the study sites and North Carolina as a whole were collected from the 1980 United States Census and various other public use data files. Variables such as population growth, income, employment, and educational status were used to provide background information for North Carolina and the study sites' service areas. This information is discussed in detail in Chapter II.

2. Survey of Selected North Carolina Community College Literacy Programs

A primary component of the research project involved a survey of students, instructors, and program directors concerning literacy programs at the eight study sites. The purpose of the survey was to gather information on the structure and operation of literacy programs and problems students encounter in returning to or completing school. Survey results are outlined in Chapter IV.

3. On-site Data Collection at Eight Study Sites

Data on local literacy services in the eight study sites' service areas were collected through informal round table discussions held at each of the community colleges. These community-based meetings involved community college representatives as well as other local groups providing literacy training or working cooperatively with community college literacy programs. Input from these meetings provided a basis for an overall assessment of literacy service provision within the service areas of the study sites (see Chapter VI).

4. Summary of North Carolina Community College Literacy Programs and Plans

Literacy plans for the fifty-eight North Carolina Community Colleges were reviewed and summarized (see Chapter III). The literacy plans detail longitudinal goals and objectives for serving persons in need of literacy training and contain background information on individual literacy programs, student enrollment and retention, and number of persons served in each type of literacy program.

5. Survey of Selected Out-of-State Literacy Programs

Additional information on literacy programs was collected through telephone interviews with directors of literacy programs in other states. These interviews provide comparative data on problems associated with provision of literacy services and information on literacy program features that might be useful to North Carolina literacy program administrators (see Chapter VI).

II. SELECTED SECONDARY DATA COLLECTION FOR NORTH CAROLINA AND COMMUNITY COLLEGE STUDY SITES

II. SELECTED SECONDARY DATA COLLECTION FOR NORTH CAROLINA AND COMMUNITY COLLEGE STUDY SITES

A. Introduction

Prior to the on-site visits, secondary information was compiled for each of the eight study sites. This information was part of the baseline data presented during the community round table discussions. The secondary data along with the service inventories prepared by local literacy program staff helped to focus the discussions by providing an overview of the number of individuals in the service area's target population (i.e. those individuals with less than a high school education) and the number of individuals being served by the various community agencies represented at the community meeting. The secondary data also served as overall background information for the project and helped to focus the study for the research team.

B. Procedures

Secondary data were collected for a number of variables. Appendix A1 contains a listing of these variables by source and definition. The variables were selected based on their relevancy in describing the general population as well as those in need of additional educational services. In addition, a number of related variables such as employment patterns in the community college service area and the number of persons living in poverty were included. Detailed, up-to-date educational data are limited to the 1980 U.S. Census. Even though 1980 data are somewhat dated, the information does give a basic descriptive overview of the community college study sites in terms of general population size, economic well-being, employment opportunities, and the number of residents with less than a high school or eighth grade education. Review of this information provides a clearer perspective of the setting in which services are to be provided.

C. Results

Data were collected for the state as a whole and the eight study sites (see Appendix A2-A10). The data are presented by community college service areas which may be comprised of a single county or a group of adjoining counties (see Appendix A11 for a listing of the counties served by each of the fifty-eight community colleges). Secondary data for North

Carolina are provided in this section for summary purposes and to provide a basis for comparison with the community college service areas.

1. *Population*

As shown in Table 2.1, the population for the state was 5,880,415 in 1980 and is estimated to reach 7,262,895 by the year 2000. This represents a 19 percent change over these two decades. In the same period of time, the number of persons 15 years old and younger is projected to decrease from 24.5 percent to 20.3 percent; the number of persons aged 16-64 will increase slightly--from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

2. *Income/Unemployment*

In 1984, per capita personal income was approximately $10,852 -- an increase of $3,072 from 1980 (Table 2.1). The percentage of persons living below the poverty level in 1980 was 15.0 percent as compared to 18.3 percent by 1983. The unemployment rate was 6.5 percent in 1980 and 5.3 percent in 1986.

3. *High School Dropouts/Expenditures Per Pupil*

The high school dropout rate was 7.3 percent in for the 1981-82 school year and 6.7 percent for the 1986-87 school year (Table 2.1). The latest two estimates of average expenditures per pupil show a $340 per child increase from the 1985 to the 1986 school year.

4. *Day Care/Incarcerated*

Two additional variables that impact delivery of literacy services in North Carolina are the availability of day care and the prison population eligible for literacy services (Table 2.1). There were 121,625 day-care slots statewide in 1987. The availability of day care varies significantly across community college service areas.

The most recent annual data show that by the end of 1987 there were 17,432 persons incarcerated. Of these persons, 22 percent had completed less than a ninth grade education and 49 percent had finished one to three years of high school.

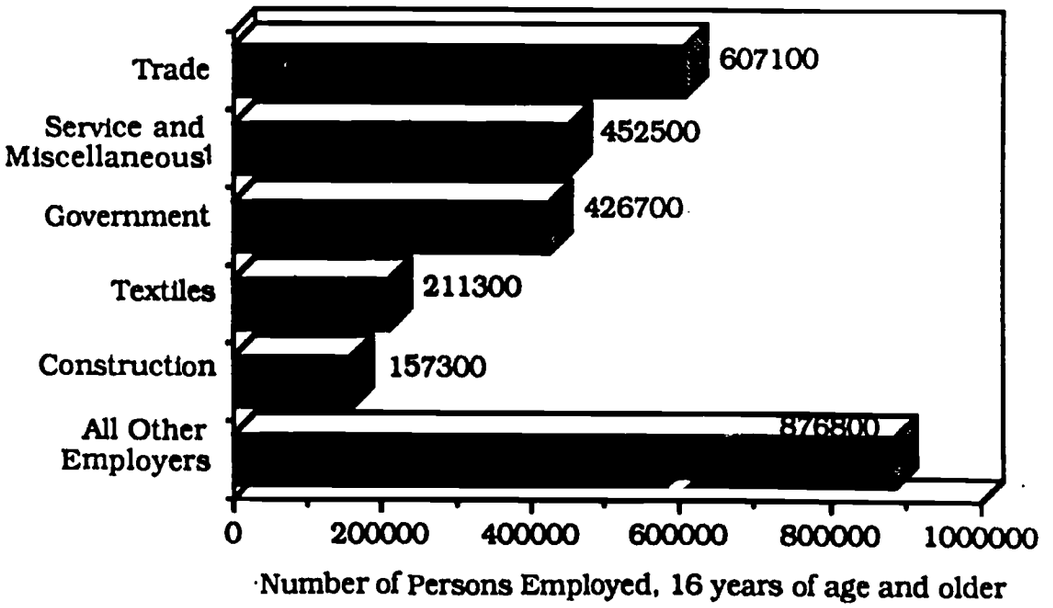
Table 2.1 Selected Secondary Data for North Carolina.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	5,880,415	--
	LT 16 yrs of age	1,439,442	24.5
	16-64 yrs of age	3,838,171	65.3
	GT 64 yrs of age	602,799	10.2
Projected population 1990	Total	6,601,815	--
	LT 16 yrs of age	1,409,700	21.4
	16-64 yrs of age	4,371,172	66.2
	GT 64 yrs of age	820,942	12.4
Projected population 2000	Total	7,262,895	--
	LT 16 yrs of age	1,475,773	20.3
	16-64 yrs of age	4,794,948	66.0
	GT 64 yrs of age	992,164	13.7
Projected population 1990	White	4,999,329	75.7
	Nonwhite	1,602,486	24.3
Per capita personal income	1980	$ 7,774	--
	1984	$10,852	--
Persons living below poverty level	1979	839,950	15.0
Persons living below poverty level	1983	996,215	16.7
Families living below poverty level	1979	183,146	11.6
1980 Civilian labor force		2,855,000	--
Employed civilians		2,668,000	--
Unemployed civilians/unemployment rate		187,000	6.5
1986 Civilian labor force		3,194,000	--
Employed civilians		3,024,000	--
Unemployed civilians/unemployment rate		170,000	5.3
High school enrollment	1981-1982	340,628	--
Dropouts/Dropout rate	1981-1982	24,845	7.3
High school enrollment	1986-1987	342,768	--
Dropouts/Dropout rate	1986-1987	22,813	6.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,575	--
	1985-1986	$2,915	--
Completed LT high school education 1980			
Population 16-24 yrs of age		201,066	19.4
Population 16 yrs of age and older		1,738,084	39.1
Population incarcerated 1987		17,432	--
With 0-8 yrs of education		3,838	22.0
With 1-3 yrs of high school education		8,549	49.0
With LT 12 yrs of education		12,387	71.1
Capacity of licensed day-care centers 1987		109,026	--
Capacity of registered day-care homes 1987		12,599	--

5. *Five Largest Employers*

Figure 2.1 provides information on the number of persons employed by the five largest employers in 1986. The largest employment category is the "other" category which represents all employers except those listed separately on Figure 2.1. Outside of the combined employment category, trade, service, and government employers are the primary employment sources for North Carolina as a whole.

Figure 2.1 Five Largest Employers in North Carolina: 1986.



[1]Includes services except domestic, agricultural services, forestry, and mining.

6. *Years of School Completed by Adults 25 Years and Older*

Census data for 1980 indicate that nearly 25 percent of persons 25 years of age and older had less than an ninth grade education and another 21 percent had completed one to three years of high school but did not graduate (see Figure 2.2). This pattern was slightly different for adults 25 years and older by residence. Roughly equal proportions of urban residents had completed less than nine years of school (20 percent) and one to three years of high school (19 percent). Among rural residents in this same age group, 28 percent had completed eight or fewer years of school and 22 percent had completed one to three years of high school (Figure 2.3).

Figure 2.2 Percent Population 25 Years and Older by Years of School Completed, North Carolina: 1980.

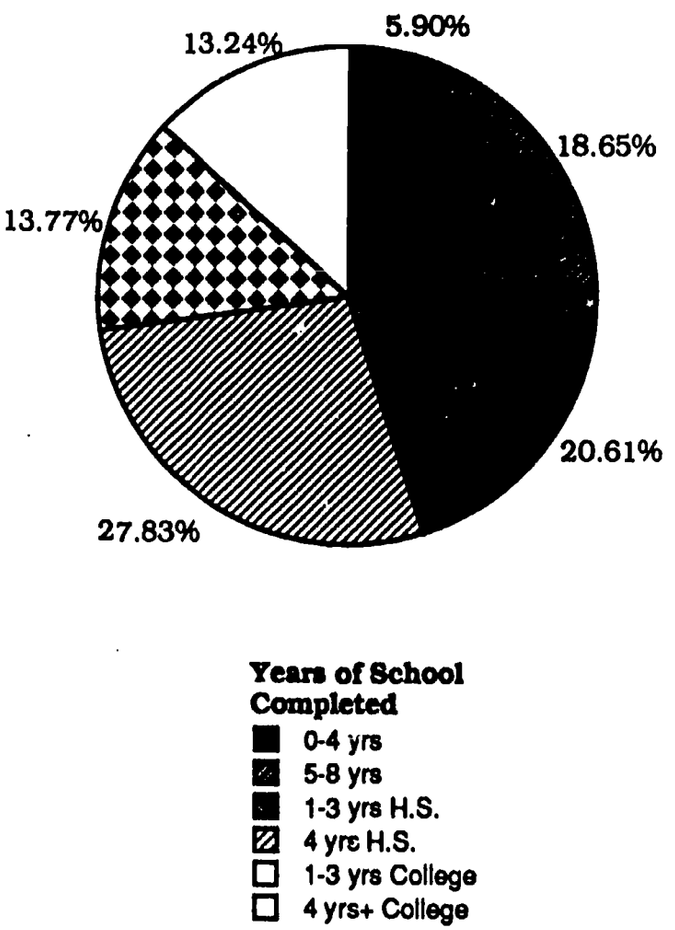
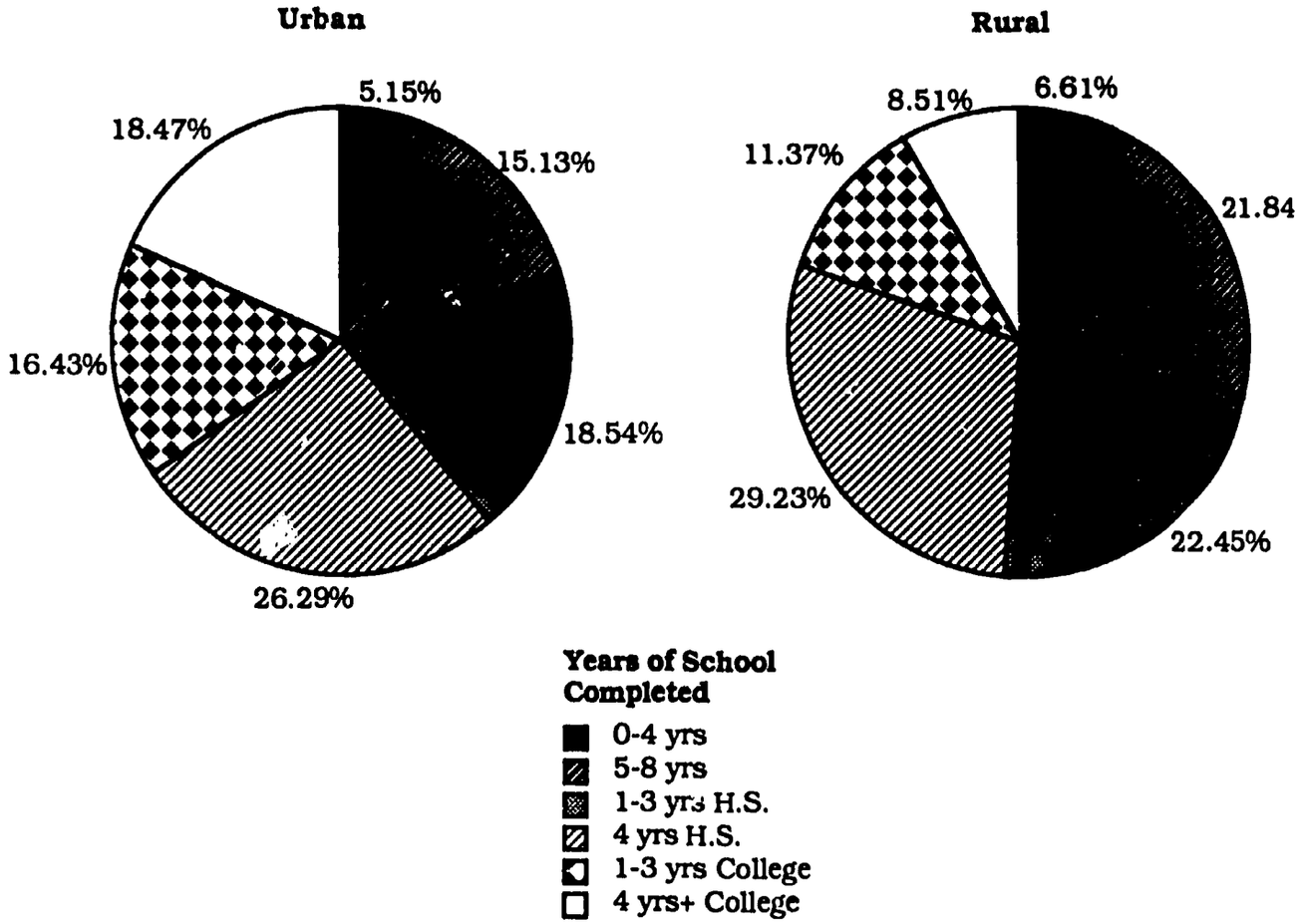


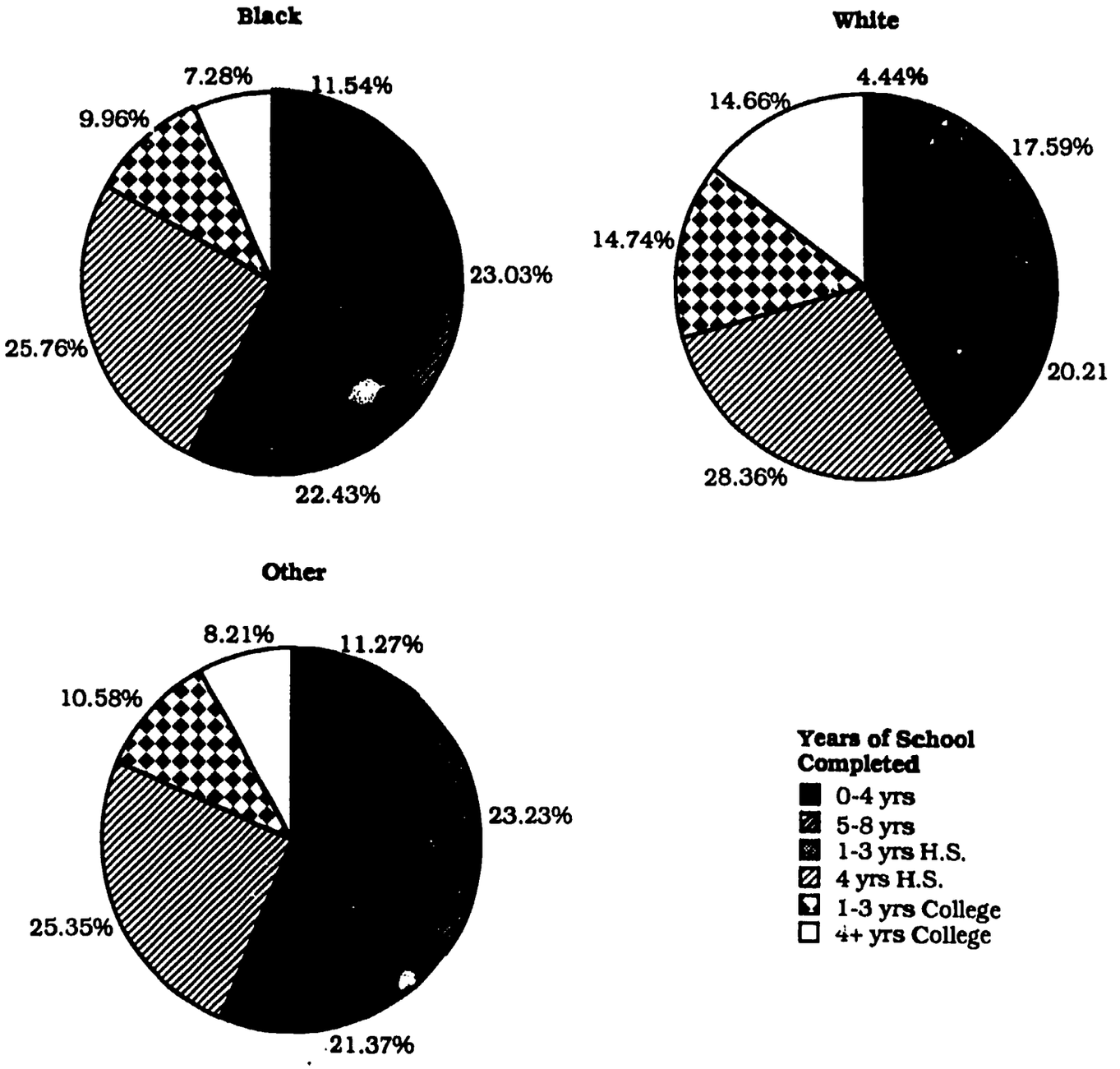
Figure 2.3 Percent Population 25 Years and Older by Years of School Completed and Place of Residence, North Carolina: 1980.



7. *Years of School Completed by Race of Adult Aged 25 and Older*

Of the black population 25 years of age and older, 35 percent had completed less than a ninth grade education (see Figure 2.4). For whites and those persons classified as belonging to other racial categories, the comparable percents were 22 and 35, respectively. The percentage of adults with one to three years of high school is essentially the same among racial groups. At the other end of the education continuum some rather dramatic differences exist. Nearly twice as many whites as either of the other racial groups have completed four years of college or more.

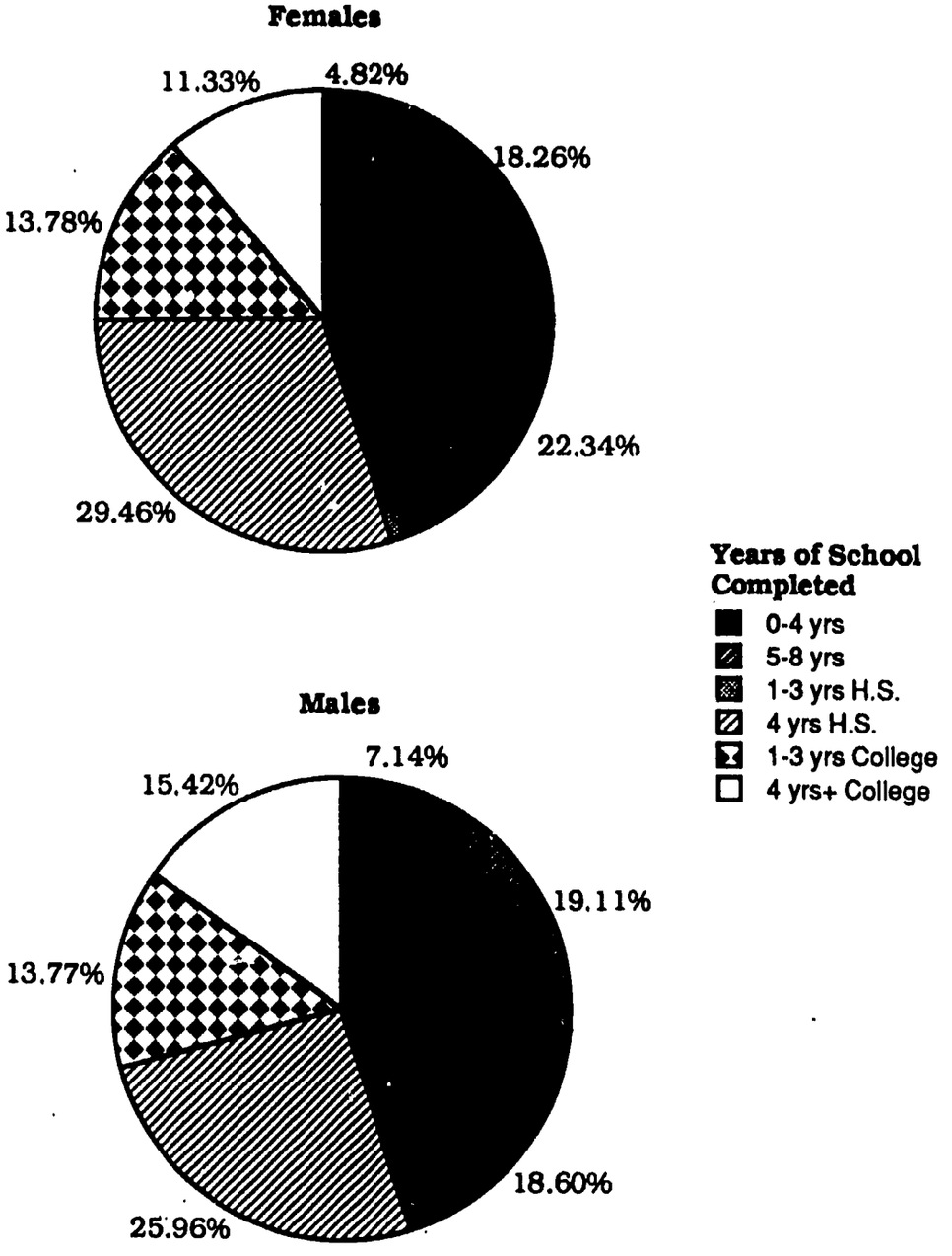
Figure 2.4 Percent Population 25 Years and Older by Years of School Completed and Race, North Carolina: 1980.



8. *Years of School Completed by Sex of Adult Aged 25 Years And Older*

More females than males aged 25 years and older had completed one to three years of high school or had graduated from high school (see Figure 2.5). Relatively more males than females had completed four or more years of college.

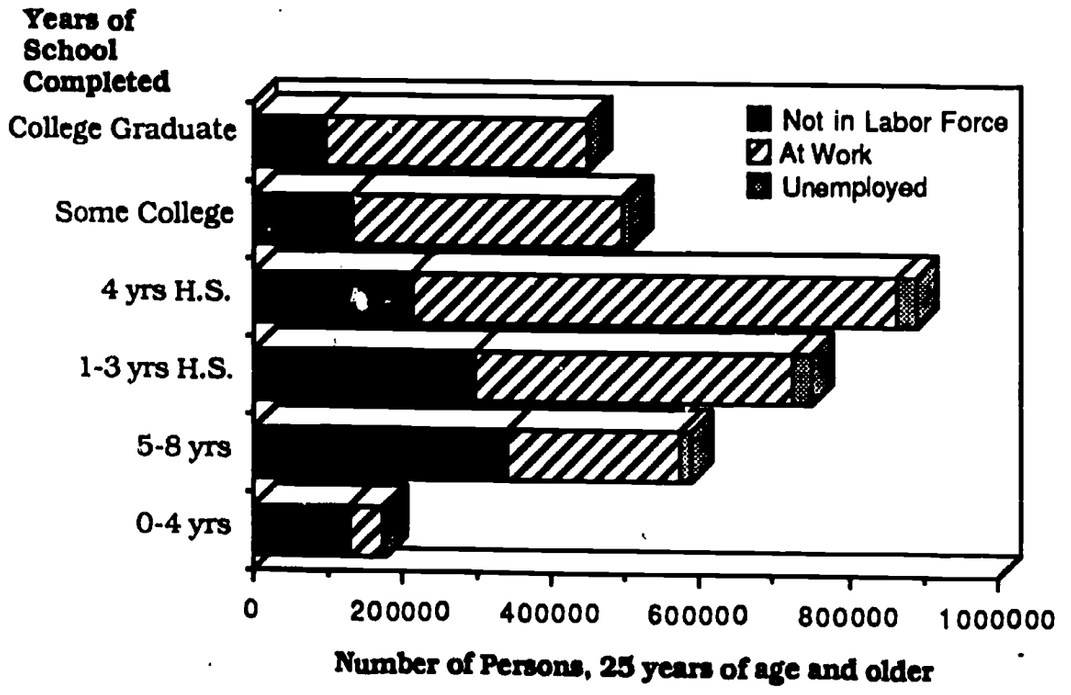
Figure 2.5 Percent Population 25 Years and Older by Years of School Completed and Sex, North Carolina: 1980.



9. *Years of School Completed by Employment Status of Adults Aged 25 Years and Older*

The clear majority of persons aged 25 years and older who had completed less than nine years of school were not employed (not in labor force or in labor force but unemployed). Furthermore, as education increases, levels of employment tend to increase (see Figure 2.6).

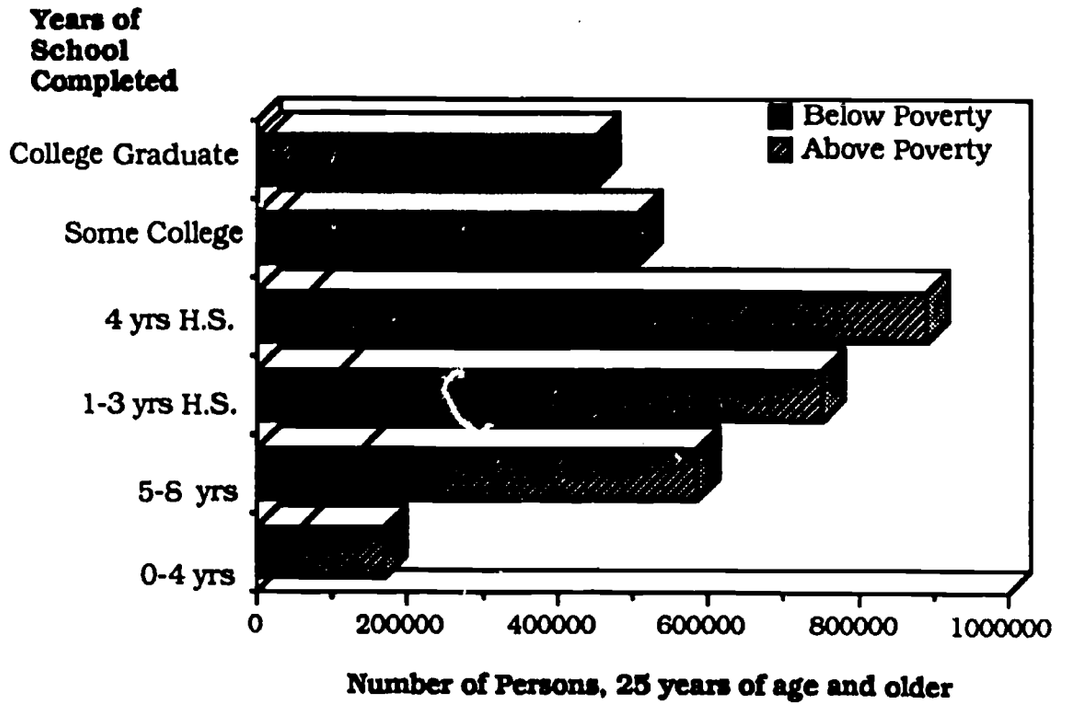
Figure 2.6 Employment Status by Years of School Completed, North Carolina: 1980.



10. *Years of School Completed by Poverty Status of Adults Aged 25 and Older*

Figure 2.7 shows the number of persons aged 25 years and older by poverty status. There appears to be a relationship between years of school completed and levels of poverty. That is, as education increases, poverty decreases. Persons having lowest levels of education appear to be at greatest risk of living in poverty.

Figure 2.7 Poverty Status of Persons* by Years of School Completed, North Carolina: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories.

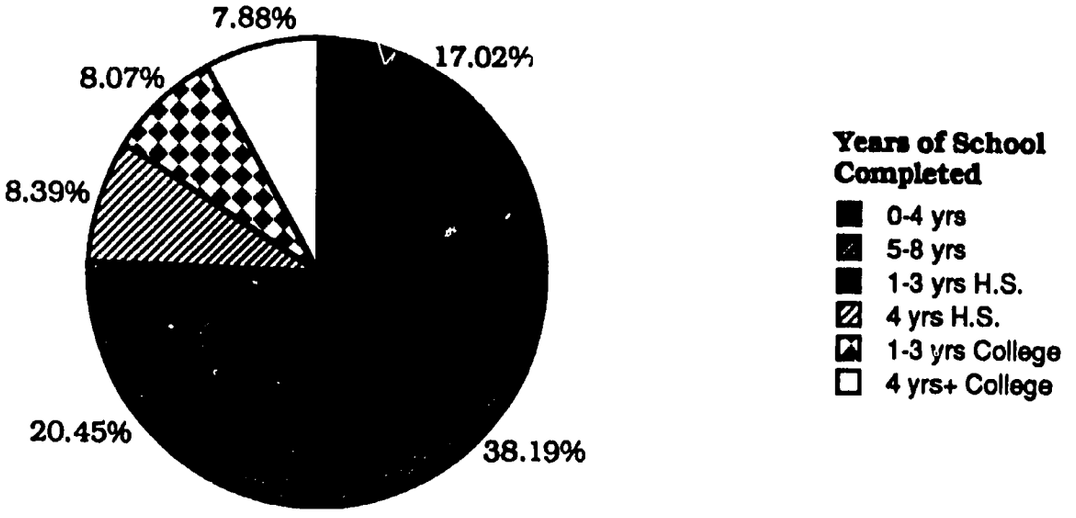
11. Years of School Completed by Persons Aged 16 and Older

About 19 percent of persons aged 16 to 24 in 1980 were not high school graduates. Overall, there were 1,738,084 persons (39.1 percent) aged 16 and older who had less than an high school diploma at the beginning of the decade (Table 2.1).

12. Years of School Completed by Adults Aged 65 Years and Older

Approximately 45 percent of the population aged 65 years and older had less than nine years of education in 1980 (see Figure 2.8). Only eight percent of these citizens completed a high school education.

Figure 2.8 Percent Population 65 Years and Older by Years of School Completed, North Carolina: 1980.



III. NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS AND PLANS

III. NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS AND PLANS

A. Introduction

Each of the fifty-eight community colleges in North Carolina submitted a literacy plan to the State Department of Community Colleges. These plans outline procedures for providing literacy services in each community college service area and detail the current status of literacy activities at each institution. The literacy plans also review activities impacting student recruitment and retention and assessment/evaluation of student progress in literacy programs.

Each literacy plan is based on the service area of the community college--the counties and/or townships that each college serves as designated by the State Board of Community Colleges (July 1, 1985). Each plan also includes the percentage of persons in the targeted population of the school's service area who are currently being served by literacy programs. This chapter gives an overview of each of the fifty-eight literacy plans for North Carolina community colleges. (A detailed review of literacy plans submitted by each school is included in Appendix B.)

B. Background Data on Community College Literacy Programs

Four community college programs provide basic skills and literacy training for North Carolina residents. These programs are Adult Basic Education (ABE), General Educational Development (GED), Adult High School (AHS), and Compensatory Education (CED). These adult literacy programs have enrolled 597,420 adults over the past seven school years. The following discussion provides a general description of each literacy program and also reviews recruitment and retention rates for these programs.

Adult Basic Education: ABE is a program of basic skills for adults, aged sixteen and older, who have not graduated from high school and who function below the eighth-grade level.

General Educational Development: The GED program is designed to help students pass the GED test which enables the student to receive a high school equivalency certificate.

Adult High School: AHS is a cooperative program of instruction designed to offer high school courses needed to earn an adult high school diploma.

Compensatory Education: The CED program compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

C. *Student Enrollment and Retention*

Retention rates for the literacy programs during a two to four year period is 33 percent. The number of new students recruited by literacy programs per year comprises approximately 67 percent of all students enrolled in the programs. Table 3.1 gives detailed student enrollment data for all four program areas for the past seven school years.

Table 3.1 Literacy Program Enrollment: 1980-1987.*

School Year	Number of Students Enrolled by Program				Total Enrollment
	ABE	AHS	GED	CED	
1980-81	34,072	33,504	17,162	____**	73,738
1981-82	33,613	18,836	18,104	____**	70,553
1982-83	39,855	23,504	20,580	____**	83,939
1983-84	49,600	18,769	17,135	1,588	87,092
1984-85	49,920	18,075	16,006	4,679	88,680
1985-86	53,783	16,337	18,369	5,575	94,064
1986-87	57,023	16,867	18,962	6,502	99,354
TOTAL	**317,866**	**134,892**	**126,318**	**18,344**	**597,420**

*Source: *Unduplicated headcount provided by Management Information Systems, North Carolina Department of Community Colleges.*

***The Compensatory Education Program was initiated in 1983-84.*

The average retention rate for any given two- to four-year period is 52 percent. The average recruitment rate is 67 percent for new students each year. Between the 1980-1981 and 1987-1988 school years, 23 percent of

the statewide adult literacy target population was served by North Carolina Community Colleges.

The literacy plans submitted in 1987 indicated that 15 of the 58 schools had hired full-time assessment/retention specialists and 38 schools had hired part-time specialists. Four schools indicated that plans were in progress to hire individuals for these types of positions. Counseling and instructor/student conferences are provided on an ongoing basis. Several schools reported providing child care services to assist students in completing their programs of study.

D. *Number of Classes and Sites*

There are presently ABE, CED, and GED programs at each of the 58 community colleges. Forty of the 58 community colleges offer Adult High School Programs. During 1986-87 school year, 16,481 literacy training classes were held. There were approximately 1,700 off-campus sites that offered literacy training These off-campus sites were provided at churches, community centers, military bases, senior citizens' centers, nursing/rest homes, community schools sites, libraries, work sites, sheltered workshops/ADAP, and prisons. Three non-profit organizations providing literacy training were funded for the 1987-88 year. These include the Charlotte Area Literacy League, the Fayetteville Urban Ministry, Incorporated, and the Scotland County Literacy Council. Additionally, several colleges were involved in investigating and testing innovative approaches to literacy training. For example, a program designed to improve basic skill levels of employees has been implemented at Caldwell Community College in partnership with Broyhill Industries.

The "target population to be served" is defined by the State Department of Community Colleges to include all persons, aged sixteen and older who have not completed high school and are, therefore, judged to be in need of basic skills or literacy training. Table 3.2 reports the literacy program target populations by community college and the number of persons they served during the 1986-87 school year. The schools reported target populations ranging from 3,595 to 84,042 students based on the 1980 U.S. Census. Community college literacy programs reported serving from 2 to 12 percent of their target population during the 1986-87 school year.

Table 3.2 Number and Percent of Persons Served by N.C. Community Colleges: 1986-1987.

County	Census 16+ <4 yrs. H.S.	Number Persons Served 1986-87 ABE	GED	AHS	CED	Total	Percent Eligible Served
Alamance CC	30,938	1,389	223	267	143	2,022	6.536
Anson CC	19,180	853			56	909	4.739
Asheville-Buncombe TCC	52,470	831		1,647	96	2,574	4.906
Beaufort County CC	16,871	273	141		173	587	3.479
Bladen CC	10,920	246	15		40	301	2.756
Blue Ridge CC	22,689	693	198		82	973	4.288
Brunswick CC	11,315	221	317		52	590	5.214
Caldwell CC and TI	32,865	1,009	57	1,054	86	2,206	6.712
Cape Fear CC	31,839	707	163		77	947	2.974
Carteret CC	12,073	203		191	51	445	3.686
Catawba Valley CC	43,280	1,327	390		120	1,837	4.244
Central Carolina CC	41,228	2,557	1,094	199	75	3,925	9.520
Central Piedmont CC	84,042	1,824	732	2,885	258	5,699	6.781
Cleveland CC	28,741	488	281	565	132	1,466	5.101
Coastal Carolina CC	22,445	1,571	891	123	56	2,641	11.767
Coll. of the Albemarle	29,358	749	120	10	94	973	3.314
Craven CC	17,419	339	903	38	35	1,315	7.549
Davidson County CC	48,257	682		1,246	116	2,044	4.236
Durham TCC	46,475	951	123	463	141	1,678	3.611
Edgecombe CC	19,573	681	303	36	15	1,035	5.288
Fayetteville TCC	46,002	2,499	136	2,848	291	5,774	12.552
Forsyth TCC	71,844	820	877	376	143	2,216	3.084
Gaston College	74,809	1,412	627		29	2,068	2.764
Guilford TCC	76,920	2,185	1,170	1,001	415	4,771	6.203
Halifax CC	28,460	894	41		34	969	3.405
Haywood CC	15,609	373	74		47	494	3.165
Isothermal CC	24,140	400	63	428	173	1,064	4.408
James Sprunt CC	14,919	450	9	2	62	523	3.506
Johnston CC	24,574	999	823	484	70	2,376	9.669
Lenoir CC	28,185	1,508	506		316	2,330	8.267
Martin CC	17,916	953	166	71	65	1,255	7.005
Mayland CC	16,178	454	262		106	822	5.081
McDowell TCC	12,892	250			172	422	3.273
Mitchell CC	27,732	886	32		103	1,021	3.682
Montgomery CC	8,569	229			26	255	2.976
Nash CC	22,049	1,198		145	26	1,369	6.209
Pamlico CC	3,595	220			17	237	6.592
Piedmont CC	18,476	471	26	493	74	1,064	5.759
Pitt CC	22,623	1,020		474	173	1,667	7.369
Randolph CC	33,581	811	552	88	76	1,527	4.547
Richmond CC	26,196	2,058	103	112	44	2,317	8.845
Roanoke-Chowan CC	16,734	896	51			947	5.659
Robeson CC	34,014	552	3	1,059	70	1,684	4.951
Rockingham CC	31,436	399	355	211	107	1,072	3.340
Rowan-Cabarrus CC	63,936	1,300	41	475	180	1,996	3.122
Sampson CC	17,300	874	77	85	98	1,154	6.671
Sandhills CC	20,865	1,219	108	26	87	1,440	6.902
Southeastern CC	18,159	752		151	107	1,010	5.562
Southwestern CC	18,004	505	49		61	615	3.416
Stanly CC	28,078	1,012	186	489	162	1,850	6.589
Surry CC	35,160	793	717		123	1,633	4.644
Tri-County CC	12,492	230			35	265	2.121
Vance-Granville CC	40,964	668	442	21	231	1,362	3.325
Wake TCC	54,437	4,599	399	355	127	5,480	10.067
Wayne CC	25,905	935	282	335	134	1,686	6.508
Western Piedmont	26,908	1,413	707	95	292	2,507	9.317
Wilkes	35,465	382	16	357	201	956	2.696
Wilson County TC	20,980	1,292	131	57	127	1,607	7.660
TOTALS	**1,738,084**	**55,526**	**14,982**	**18,962**	**6,502**	**95,972**	**5.522**

E. *Student Assessment*

Prodedures used to assess student progress in literacy programs vary across the 58 schools. Many schools reported using standardized pre- and posttests upon entrance completion of programs. At other schools, goals are set on an individual basis and reviewed periodically. Some instructors use ongoing observation and progress notes on student performance.

F. *Professional Development*

The community college system offers ongoing training to improve the quality of service delivery and to aid in professional development of its employees. Specialized assistance is provided for professional personnel in literacy programs including program administrators, assessment/retention personnel, and instructors. During the 1987-88 school year, 47 training workshops provided in-service training for over 2,154 literacy instructors.

IV. SURVEY OF SELECTED NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS

IV. SURVEY OF SELECTED NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS

This chapter describes the methods used to conduct a survey of selected community college literacy programs. Survey questionnaires were completed with a sample of individuals representing three participant groups: literacy program directors, literacy instructors, and students enrolled in the four literacy programs. The survey was conducted to collect basic descriptive information on each of the literacy programs. Major topics included in the surveys were: educational and support services offered by program type, location and scheduling of the services provided, instructional methods and materials used, problems or barriers experienced by adult learners, and solutions for improving service delivery to adult learners. In addition, information was gathered about the characteristics of instructors and students and their perspectives on program operation and literacy in general. Procedures for the selection of study sites and the program director, instructor, and student survey samples are discussed. Detailed descriptions of the data collection activities, data analyses, and survey findings are also reported.

A. *Methodology*

Telephone interviews were conducted with instructors and students involved in the various literacy programs at the eight study sites to gather detailed information. Program directors for the literacy programs at these institutions completed an in-depth questionnaire as part of the study. The selection process for identifying the survey participants is described below.

1. *Selection of Study Sites*

The eight study sites were chosen by the North Carolina Department of Community Colleges to reflect a diversity of traits in organization and service delivery of literacy programs in various rural and urban areas. This purposive sample assured that sites were representative of the various features of the community Colleges system in general and the literacy programs in particular.

2. *Selection of Respondents*

A major goal of the survey was to obtain input from literacy program participants on how to improve the delivery of literacy services to adult learners. This goal was achieved through the selection of persons involved in the literacy programs at three levels: program administration, program instruction, and program participation.

a. Program Directors

Directors of the literacy programs (ABE, CED, GED, and AHS) in all eight study sites were included in the survey. In some of the study sites, each individual program is headed by a director unique to that program. In other sites, one person is responsible for administration of two or more literacy programs. A total of twenty-seven programs were surveyed: six ABE, six GED, six AHS, seven CED, one ABE/GED combined program and one GED/AHS combined program.

b. Instructors

A random sample of instructors was chosen for each of the four literacy programs (if available) at each study site. Each sample was selected from a list of instructors provided by the participating community colleges. Many of the instructors instruct in more than one literacy program. Once an instructor was chosen to be interviewed in one program, he/she was removed from the sample pool in other programs. If a program area had less than 10 instructors, all of the instructors were asked to complete an interview.

c. Students

A sample of students participating in each of the ABE, AHS, or GED programs was randomly selected from a list of students who were enrolled in the 1987 Fall quarter. Some students are occasionally enrolled in classes in two different programs areas. Once a student was selected to be interviewed, his/her name was deleted from the sample pool. If a program enrolled less than 20 ABE students or less than 10 GED or AHS students, all of these students were asked to participate in the survey.

B. *Data Collection Procedures*

Three survey forms were developed to gather the survey data. Information from instructors and students was collected through telephone interviews. Program directors completed mail questionnaires. Specific

details about the procedures for collection and analyses of the data are presented below.

1. *Survey Questionnaires*

The survey questionnaires used in this study were based on a similar data collection instrument used by the State of Minnesota in a literacy survey they conducted in 1986. Individual survey forms were composed for each of the participant groups: program directors, instructors, and students.

a. Program Director

The program director survey requested basic descriptive information on each of the literacy programs. Major topics included in the survey are as follows: educational services offered by program type, location and scheduling of services provided, support services offered, educational methods and materials used, joint ventures with other service providers, goals of program, program funding and administration, program staffing, suggestions for improving service delivery for the adult learner, and barriers faced by the local institutions in delivery of services (see Appendix C for copy of the survey form).

b. Instructors

The instructor survey gathered information about the characteristics of instructors and their perspectives on program operation and illiteracy in general. Information was recorded on topics such as the type of instruction they provided, the number of hours they worked, what instructional materials they used, how effective they felt various educational and support services were in teaching adults, recommendations for improving literacy programs, in-service training they had received or desired, and overall suggestions they had for reducing illiteracy (see Appendix C for copy of survey form).

c. Students

The student survey gathered basic descriptive information about students such as their level of education, age, sex, employment status, reason for enrollment in program, and why they first quit school (see Appendix C for copy of survey form). Additional information was collected from students on transportation or child care problems that might prevent them from attending to class. Students were asked to list the educational or support services they used and to evaluate the overall program. Interviewers also asked students to make recommendations for improving instructional materials and student recruitment/retention procedures.

2. *Survey Procedures*

A combination of mail and telephone surveys were utilized in collecting data from program directors, instructors, and students. These procedures are described below.

a. Mail Survey

Survey forms were mailed to program directors prior to the on-site visits. Individuals who were responsible for more than one program were asked to complete a separate survey form for each literacy program. The survey project director discussed the completion of the form with the literacy program directors by telephone and during on-site visits in an effort in resolve any questions. An experienced interviewer was available during the data collection period to answer questions for the participating program directors. After program directors completed the survey, they mailed the form to the survey project director. If necessary, a follow-up telephone call was made to program directors to obtain missing information needed to complete the form. A total of 27 surveys were completed. A discussion of the survey responses is presented in section C1 below.

b. Telephone Interviews

Instructors and students were interviewed by experienced telephone interviewers. Respondents were asked to complete a 20 to 30 minute interview with assurances of confidentiality. A total of 140 instructor interviews and 323 student interviews were completed. The survey results are discussed in section C2 below.

3. *Data Processing Procedures*

The completed questionnaires were visually edited for accuracy prior to keypunching. The survey forms were keypunched and verified under commercial contract. A computer edit program was written to identify range and skip pattern errors and logic and consistency errors. Errors identified in the computer edit were corrected.

4. *Data Analysis Procedures*

Data collected from the program directors, instructors, and students who participated in the survey were subjected to univariate analyses to obtain a frequency distribution for each question. Cross tabulations were calculated to compare responses by program type for selected questions. Computer printouts of these analyses were provided to the North Carolina Department

of Community Colleges. The number of cases may vary from table to table since nonapplicable and missing responses were deleted from the analysis. Table percentages may not add to 100 percent due to rounding error. Responses to the open-ended questions were assigned numerical values and included in the analyses. The survey data are summarized below for each respondent group.

C. *Findings*

The survey responses have been tabulated according to the three respondent types: program directors, instructors, and students. This section describes the findings for each of these groups in turn.

1. Program Directors

a. Characteristics of Program Directors

Twenty-seven program director surveys were completed for the four program types as follows: seven ABE, six GED, five AHS, seven CED, and two combination (AHS/GED/ABE) programs. The majority of programs (19) are administered by one program director or coordinator. Eight programs reported having two to four administrative personnel and eleven programs reported that their administrators are employed less than full-time.

b. Instruction and Support Services Offered by Programs

Program directors were asked to provide a general profile of the type of students served in their programs. Program directors reported that students ranged in age from sixteen to eighty-one. Many students are from disadvantaged backgrounds although some are middle-class. Some directors reported that over half of their students are unemployed and many of those who are employed have unskilled jobs with little opportunity for advancement.

Directors were asked to identify the types of instructional services offered by their schools. All programs reported providing classroom instruction and daytime classes. All of the ABE, GED, and AHS programs reported offering night classes, and two of the seven CED programs hold classed at night. Fourteen programs (2 ABE, 2 GED, 4 AHS, and 6 CED) offer weekend classes. Two ABE programs reported providing volunteer tutoring during daytime hours, two at night, and one during the weekend. One AHS and one GED program provide tutoring services at each of these times. Instructional services are free of charge in all of the programs surveyed.

Three programs reported that they charge fees for materials and and two programs reported charging one-time test fees. Currently, no programs have waiting lists for literacy services.

c. Location of Classes

Program directors were asked to indicate where literacy classes are held. Table 4.1 indicates the number of programs offering literacy classes by class location. As shown, literacy programs offer classes on community college campuses, in local public schools, and in correctional facilities. Several programs hold classes in neighborhood locations, libraries, or local colleges/universities.

Table 4.1 Location of Literacy Classes.

Class Location	Number of Programs
Public School	20
College/University	4
Community College	25
Library	10
Church	19
Neighborhood Centers	18
Correctional Facility	21
Business/Industry	20
Human Service Agencies	26
YMCA	1

d. Instructional Techniques

Table 4.2 contains information on the types of instructional techniques used by literacy programs in the eight study sites. Twenty-six literacy programs offer lecture and other classroom techniques, 18 offer one-on-one tutoring, and 22 offer computer-assisted instruction. Audio and video-tape instruction are used by 11 programs. In all 27 programs, instructional techniques are offered by either instructors, other program staff (such as volunteer tutors) or members of both personnel groups.

Table 4.2 Instructional Techniques Used in Literacy Programs.

Instructional Techniques	Number of Programs Providing Service
Classroom (lecture and other techniques)	26
One-on-one tutoring	18
Mobile vans	1
Computer-assisted instruction	22
Audio/video tape instruction	11
Cable television instruction	6
Individualized instruction or lab setting	3
Field trips	1

e. **Support Services Provided**

Program directors were asked to indicate for each of the services listed below whether the service is offered on a nine month, twelve month, or an individualized basis. The majority of the support services are provided year-round and on an individual basis.

The majority of programs offering educational counseling and employment counseling offer these services during the day and evening hours (see Table 4.3). Only four programs offer educational counseling on weekends. Other than educational counseling, no other support services are offered on weekends.

Table 4.3 Support Services by Time Provided.

	Number of Programs Providing Service		
Type of Support Service	Day	Evening	Weekend
Educational counseling	21	19	4
Employment counseling	11	9	0
Job seeking skills	18	12	0
Job placement referral	11	9	0
Transportation	3	0	0
Child care	2	0	0

f Personnel Providing Support Services

In Table 4.4 below, specific support services provided by the community college literacy programs are listed. The table also includes information on the number of programs offering these services and whether the service is provided by instructors, other program staff, or a combination of both of these personnel groups. As shown, follow-up services are the most frequently provided service. This service is provided by non-instructional staff in six programs and by instructional and non-instructional staff in seven programs.

Table 4.4 Type of Services Provided by Personnel.

Type of Support Service	Number of Programs Providing Service	Personnel Providing Service		
		Instructor	Other Staff	Both
Financial aid	3	-	2	1
Personal counseling	2	-	2	-
Drug/alcohol counseling	0	-	-	-
Health services	1	-	1	-
Support groups	3	-	-	3
Services for learning disabled students	5	3	1	1
Services for hearing-impaired students	3	-	2	1
Social/cultural programs	3	2	-	1
Follow-up services	13	-	6	7
Information/referral services	9	4	-	5

g Working Relationships with Service Providers in Community

Formal contracts with service providers and referral agencies are sometimes established by community college literacy programs. Program directors reported the types of agencies or organizations they have formal arrangements with to provide literacy services (see Table 4.5). The most frequently mentioned formal arrangements are with grade schools (15

programs), human service agencies (13 programs), job service agencies (17 programs), and correctional agencies (16 programs).

Table 4.5 Number of Programs with Formal Arrangements by Type of Community Agency/Organization.

Type of Community Agency/Organization	Number of Programs with Formal Arrangements
Grade schools	15
Business/industry	9
Libraries	6
Human service agencies	13
Job services	17
Vocational rehabilitation	8
Correctional agencies	16
Churches	6
Extension	1
Public health	2
Drug treatment centers	4
Public housing	4
Community centers	4
YMCA	1
Sheltered workshop	1
Community agencies	1

h. Outreach Techniques and Program Improvement

Program directors were asked if they publicize their literacy programs a great deal, somewhat, or not at all. Approximately half of the program directors said they publicize a great deal and half responded they publicize their programs somewhat. All programs directors indicated that expansion of outreach efforts within the next 12 months is a top priority in their programs. Outreach techniques that were rated as most effective include word-of-mouth advertising by current or former students and use of radio or television advertising.

i Program Evaluation and Improvement

Program directors were asked to what extent specific services in their programs needed improvement over the next few years (see table 4.6) Public outreach program activities (22) were mentioned most frequently as needing a great deal of improvement. Other frequently mentioned program activities requiring a great deal of improvement were interagency net-working. Program directors were asked to indicate the type of activities they conduct to obtain student assessments of program effectiveness. Thirteen programs reported that they routinely collect feedback via structured questionnaires concerning student satisfaction with instruction, materials, and program support services.

Table 4.6 Program Activities by Amount of Improvement Needed.

	Amount of Improvement Needed			
Type of Program Activity	A Great Deal	Some	Little	NA
Publicity/outreach	22	3	2	--
Volunteer training	5	15	4	3
Support services	6	15	6	--
Inter-agency networking	19	4	4	--
Curriculum development	10	11	6	--
Diagnosing student needs/goals	14	9	4	--
Assessing academic progress	6	14	7	--
General program resources	10	13	4	--
Assessment of instructional effectiveness	8	17	1	1
Record keeping on student performance	12	7	7	1
Staff/in-service training	8	3	-	16

j Program Funding

Program directors were asked to list funding sources for their literacy programs. All of the literacy programs receive state funds for program operation. Of the 27 programs, eleven reported receiving federal funding.

Five program directors reported that their programs could handle at least 50 additional students without receiving additional funding and two programs indicated that they could not increase the number of students they serve without additional funding. Directors of eighteen programs believed they could increase the number of students they serve by 75 to 300 students without receiving additional funding.

k. **Program Staffing**

Twenty-four programs reported that their instructors taught at least one classroom course per year. Sixteen programs, however, employ no full-time instructors. Eleven programs employ three or fewer full-time instructors. Fourteen programs require that instructors hold a B.A. or B.S. degree from a four-year college. Six programs require a college degree plus in-service training and two programs require specialized training in the specific areas of instruction (e.g., special education).

Nineteen of the 27 programs reported using volunteers in providing literacy services. These programs utilize from one to 26 volunteers with one program reporting the use of 185 volunteers. Volunteers are used most frequently for classroom instruction or tutoring and outreach services. Program directors who do not use volunteers cited lack of time for training as a primary reason for not using volunteers and the fact that their programs are set-up for paid staff to perform instructional and support activities.

l. **Recommendations for Improving Literacy Services**

Program directors were asked to identify ways to improve instructional materials, instructional techniques, and recruitment and retention of students. Directors in 11 programs stated that they needed more money for purchasing books, courseware, and other instructional materials. Thirteen directors reported that they needed ongoing training and staff development for instructors.

Five directors reported that their programs needed additional money to support advertising and hiring of recruitment/retention specialists. Six directors reported needing assistance in finding innovative ways to reach students to let them know about literacy programs. Directors noted that retention of students would be improved if students received more individual attention and if follow-up efforts were expanded.

2. *Instructors*

a. Characteristics of Instructors

A total of 140 instructors were interviewed from the eight study sites. Fifty-three were ABE instructors, 17 were CED instructors, and 70 who instruct in a combination of GED, AHS, ABE, and CED programs. Of the 140 instructors, 94 percent were paid instructors. Sixty-five percent of the instructors had B.A. or B.S. degrees and another 29 percent had post-graduate degrees. The majority of the respondents (84 percent) were females. The age of the instructors ranged from 23 to 68 years. The distribution of instructors by age is shown in Table 4.7

Table 4.7 Distribution of Instructors by Age.

Age Category	Percent of Instructors
Less than 35	27 %
35 to 39	29 %
40 to 50	30 %
Over 50	14 %

b. Instructional Time

The majority of instructional time was spent in classroom instruction in basic skills. A small percent of the instructors provide tutoring (3 to 9 percent, depending on grade level). Sixty-nine percent provide instruction in a large classroom setting (ten or more students). Instructors cited one-on-one instruction and small group (five or less), 66 and 31 percent respectively, as the most effective instructional setting.

As shown in Table 4.8 below, the majority of instructors worked 20 hours or less per week. Fifteen percent of the instructors for the ABE program, 28 percent of the instructors in the combination programs, and 35 percent of the CED instructors worked more than 20 hours per week.

Table 4.8 Distribution of Instructors by Number of Hours Worked Per Week and Program Type.

Program Type	Hours Worked Per Week		
	10 or Less	10-20	21-40
ABE	59 %	26 %	15 %
CED	47 %	18 %	35 %
Combination	49 %	23 %	28 %

c. **Work with Students**

Most of the instructors (59 percent) reported working with 20 or fewer students as shown in Table 4.9 below. Sixteen percent of the instructors had between 21 and 30 students, and about 25 percent of the instructors reported working with more than 30 students.

Table 4.9 Distribution of Instructors by Number of Students.

Number of Students	Percent of Instructors Working With Students
Less than 11 Students	30 %
11-20 Students	29 %
21-30 Students	16 %
31-60 Students	19 %
Over 60 Students	6 %

Instructors used a variety of instructional materials across program types. Overwhelmingly, they rated materials they were using as very effective in improving the students' basic skill level. Only 5 of the 140 instructors rated the instructional materials as ineffective.

Over half of the instructors (56 percent) felt that low self-esteem was a major problem for adult students who are learning to read. The other major problems listed by instructors as barriers to adult learning were: family problems (42 percent); learning disabilities (40 percent); transportation problems (39 percent); and lack of motivation to learn (36 percent).

Instructors were asked if they had experienced any of the problems listed in Table 4.10 below in teaching adults to read. The most common problem experienced by ABE instructors concerned students being out of school too long. This problem was also identified by the majority of the CED instructors. Over half (54 percent) of the instructors in the combination program type cited lack of motivation on the part of the students as a major problem.

Table 4.10 Distribution of Instructors by Problems in Teaching Adults to Read.

Problems Experienced By Instructors	Percent of Instructors by Program Type		
	ABE	CED	COMBINATION
Too many students in class	42%	53%	41%
Students lack motivation	50%	33%	54%
Poor instructional materials	12%	40%	21%
Students had been out of school too long	68%	71%	49%

d. Support Services

Instructors were asked to rate the importance of offering support services for students. These responses are shown in Table 4.11 below. Educational counseling and job seeking skills were considered very important support services by over 70 percent of the instructors. Financial assistance was considered as very important for students by a little over one-third of the instructors.

e. Why Students Leave Program

Instructors reported (based on their experiences) the main reason students leave literacy programs. The primary reason listed by instructors (31 percent) was that students made slower progress than they anticipated; loss of interest in program and program took too many hours were listed next (13 and 12 percent, respectively). Child care was considered as a reason for

quitting 10 percent of the time and 9 percent of the instructors felt that students left the program because of work conflicts (see Table 4.12 below).

Table 4.11 Distribution of Instructors by Importance of Support Service.

Type of Support Service	Percent of Instructors: Very Important	Somewhat Important	Not Important
Educational counseling	72 %	26 %	2 %
Career/employment assessment	63 %	31 %	6 %
Job seeking skills	71 %	25 %	4 %
Job placement/referral	58 %	32 %	10 %
Financial assistance	35 %	35 %	30 %
Child care	50 %	30 %	20 %
Transportation	53 %	30 %	17 %
Information/referral (educational or social)	49 %	40 %	11 %
Follow-up after students leave	59 %	35 %	6 %
Personal counseling	58 %	42 %	0 %

Table 4.12 Percent of Instructors by Reasons Students Leave Literacy Program.

Reasons Students Leave Program	Percent of Instructors
Slow progress	31 %
Loss of interest	13 %
Too many hours	12 %
Child care	10 %
Work conflicts	9 %
Miscellaneous	7 %
Treated like a child	6 %
Achieved goal	6 %
Personal/family reasons	5 %
Transportation	2 %

f. **Program Evaluation**

Overwhelmingly, instructors felt that basic education and remedial programs should be evaluated for outcomes and effectiveness (94 percent). Instructors were asked to indicate measures or forms of evaluation that should be used for this evaluation. Seventy-nine percent of the instructors mentioned using educational gains (e.g., grade level gains) to evaluate program outcomes; 85 percent cited student satisfaction and 57 percent cited economic or employment gains (e.g., finding a job or getting off welfare). A small number of instructors suggested using criteria such as students' improvement in survival skills or oral interviews as meacures of determine student progress.

g. **Program Improvements Needed**

Instructors were asked to report how much improvement, if any, was needed for twelve program activities. From 15 to 51 percent of the instructors reported that a great deal of improvement was needed in one or more of the program activities. The top four areas cited as needing a great deal of improvement were: publicizing services and attracting students (51 percent), providing support services such as child care or employment counseling (44 percent), volunteer training (39 percent) and staff/in-service training (36 percent).

h. **Job Satisfaction**

The overwhelming majority of the respondents indicated that they have had very positive experiences as instructors in terms of receiving adequate assistance from their supervisor, receiving adequate job training, and opportunities to share ideas with other instructors or tutors. Futhermore, the instructors felt that they were able to give their students adequate individual attention, had adequate procedures for letting students know they were progressing in the program, and felt a sense of accomplishment in what they did for students.

i In-service Training

Nearly three-fourths of the instructors reported that their program had offered in-service training. Of those, 72 percent felt that the time allotted to in-service training was sufficient. Sixty percent stated that the training was very useful in their work with students. Over half of the instructors (56 percent) reported that they had made changes in their instructional methods or instructional materials as a result of this training. The primary changes instructors reported making were trying different techniques for instructing adults, trying more effective techniques for one-on-one instruction, and changing instructional materials.

Instructors were also asked if they needed additional training in five specific areas shown in Table 4.13. In addition to the areas listed, a small number of instructors stated that they needed more training in techniques for working with people who have learning disabilities.

Table 4.13 Percent of Instructors by Additional Training Needed.

Type of Training Needed by Instructors	Percent of Instructors
Instructional techniques	59 %
Motivating students	66%
Working with adults	56%
Using curriculum materials	61%
Retaining students	59 %

j. Training Topics

Instructors were asked to rate the importance of including ten specific topics in a training workshop in terms of how important it was for them to receive this training (see Table 4.14). The topics identified by instructors as very important to include in the training are presented below.

Table 4.14 Percent of Instructors by Training Topic.

Training Topic Rated Very Important	Percent of Instructors
Retaining/keeping students from quitting program	87 %
Selecting appropriate materials for adult learner	72 %
Understanding the reading process	70 %
Evaluation procedures to provide student feedback	62 %
Building rapport with adults learners	61 %
Alternative instructional styles and methods	58 %
Making referrals for employment/human services needs	55 %
Understanding today's job market for students	52 %
Making referrals to other literacy programs	44 %
Discovering/assessing nonacademic needs of students	42 %

k. Recommendations for Improving Literacy Program

Instructors were asked to give general recommendations concerning reducing illiteracy. These recommendations are summarized by topic in Figure 4.1 below.

Figure 4.1 Recommendations of Instructors for Recruiting and Retaining Students, Improving Instructional Materials, and Improving Service Delivery.

Recruiting Students

Increase advertising (television and radio)
Stress importance of reading
Use more public announcements
Recruit through industry
Word-of-mouth via current/past students
Door-to-door campaign
Use previous dropout lists
Newspaper inserts/mail box flyers

Retention of Students

Improve instructor sensitivity
Smaller class size
Increase follow-up with quitters
Increase encouragement for students
Increase community support
Develop incentive program

Improving Instructional Materials

Increase variety of materials
Make materials more appropriate to students
Increase computer-based materials
Involve instructors in selecting materials
Improve instructor use of materials

Improving Service Delivery

Improve relationship with general community
Increase financial support
Improve/increase support services
Improve relationships with other agencies/service providers
Conduct program evaluation and follow-through activities

3. *Students*

a. Characteristics of Students

A total of 323 students were interviewed from the eight study sites: 179 ABE, 42 GED, 72 AHS and 30 students enrolled in a combination of these programs. Sixty-four percent of the respondents were females. Slightly over half of the students work full or part-time (56 percent). The majority of the students worked as machine operators, sales or office clerks, or held unskilled service jobs. The age of the students ranged from 16 to 81. The distribution of students by age is shown in Table 4.15 below.

Table 4.15. Distribution of Students by Age.

Age Category	Percent of Students
16 to 20	29 %
21 to 29	13 %
30 to 39	20 %
40 to 49	16 %
50 to 59	11 %
60 and Over	11 %

b. Years of School Completed

The number of years of school completed by these students is reported in Table 4.16 below. The majority of the students reported completing one to three years of high school (69 percent).

Table 4.16 Distribution of Students by Years of School Completed.[1]

Years of School Completed	Percent of Students
8 years or less	28 %
9 years	21 %
10 years	28 %
11 years	20 %

[1] *Eleven students reported finishing the 12th grade but were taking classes to improve their basic reading/writing skills.*

c. Age When First Quit School

Students were asked to report their age at the time they first quit school. The majority of students reported quitting school when they were 16 or 17 years old (see Table 4.17). Twenty percent of the students quit at age 15 or younger.

Table 4.17 Distribution of Students by Age When First Quit School.

Age Quit School	Percent of Students
Less than 16 years old	20 %
16 years old	38 %
17 years old	30 %
18 years old	9 %
19 to 20 years old	3 %

d. Reasons Students Quit School

Students were asked to list reasons why they had decided to quit school. The most often reported reason (116 responses) for quitting school was: "no interest in school -- failed a lot of course credits and got behind in school." The next most frequent response was "had to get a job...needed a job...had to work on the farm" (98 responses). Getting married or having a baby were listed 77 times as reasons for quitting school and personal or health reasons were mentioned by 33 students. Other reasons for quitting school given by a few students were that they either lacked transportation or their family moved around a lot.

e. Enrolling in Literacy Programs

Ninety-three percent of the students reported that it was easy to enroll in a literacy program once they had decided to get help with reading or other basic skills. Eighty-five percent of the students thought that enough was being done to let adults know where to go for educational services. Of those who felt more should be done to inform adults, most suggested that the school do more advertising. The majority of students said they first found out about the program from friends and relatives (68 percent).

f Why Students Enrolled In Program

Students were also asked why they had decided to return to school. The primary reason reported by students was self-improvement or get a diploma (about 65 percent). Twenty-four percent of the students said that getting a job or better job was their motivation for returning to school. The remaining students listed wanting to further their education as the reason they had returned to class.

g Class Location

Students attend classes at a variety of locations throughout their community. Over half of the students reported attending classes at the local community college (53 percent). Other sites where students attended literacy classes include: public school buildings (17 percent), neighborhood centers (13 percent), churches (7 percent), businesses (7 percent), libraries (2 percent), and other miscellaneous sites (2 percent). About 80 percent of the students reported that the time and day(s) their classes met were very convenient.

h. Transportation/Child Care Needs

Only 8 percent of the students in the survey reported having transportation problems. Ninety-two percent of the students reported that the program they attended did not provide help with transportation. Of those who needed transportation help, the instructor was the primary provider of transportation.

Twenty-eight percent of the students reported having a child under age 12. Of these students, 23 percent reported missing class because of child care problems. Nine students reported that the community college they attended had child care arrangements to help students.

i. Instructional Techniques

Students reported using a variety of instructional techniques in their program of study. These techniques are listed below with the students' rating of how the techniques helped them to learn. As indicated in Table 4.18, the majority of students received instruction in small or large group setting.s Students who were involved in small groups stated that this setting helped them "a lot" in terms of learning. Large group participants did not report that this setting was very helpful to their learning. The learning center and private tutoring services were also considered to be helpful to the students who used these methods. Regardless of the instructional technique

used, students rated materials used in their classes as very interesting and somewhat interesting, 40 and 54 percent, respectively. Only 6 percent of the student respondents considered the materials used in their classes uninteresting.

Table 4.18 Distribution of Students by Instructional Techniques Used and Effectiveness Rating.

		How Method Helped Student Learn			
Instructional Techniques	Percent Used	a lot	somewhat	none	don't know
Learning center	48 %	77 %	20 %	3 %	0%
Video tapes	13 %	50 %	48 %	2 %	0%
Computers	35 %	66 %	30 %	3 %	1%
Watched tv at home	16 %	58 %	36 %	6 %	0%
Tutored privately	6 %	75 %	25 %	0 %	0%
Classroom:					
Small group	76 %	77 %	21 %	1 %	1%
Large group	68 %	24 %	65 %	10 %	1%

j. Time Spent In Class or With Tutor

Students reported spending from one to forty hours in class or with a tutor in an average week. Fifty-nine percent of the students spent 6 hours or less, 20 percent spent 7 to 12 hours, 16 percent spent 13 to 20 hours, and 5 percent spent over 20 hours per week in class. Students were asked if the time they spent class or with their tutor was too much, just the right amount, or too little time. Eighty percent of the respondents felt the time they spent in instruction was just right. Approximately 4 percent felt the time spent was too much and 16 percent felt they needed more time in class or with a tutor.

k. Satisfaction with Instructors

Ninety-six percent of the students said "no" when asked if anything about their instructor or where classes were held bothered them. Ninety-eight percent said they enjoyed the time that they spent with their instructors. Approximately 98 percent of the student respondents stated that they understood what was going on in class most of the time (68 percent) or some of the time (30 percent).

l. Satisfaction with Program/Training

Students were asked to report how satisfied they were with their overall training. Sixty-seven percent responded that they were very satisfied with the help and basic skills training that they had been receiving, 30 percent were satisfied, and 3 percent reported being dissatisfied with their program. Seven of the ten students who were not satisfied with their training gave their reason as disliking the instructor. Those who were satisfied with the program gave a variety of reasons which are listed in Figure 4.2 below. Students were asked how they could be helped more by the instructor/tutor. The overwhelming response was more individual instruction.

Figure 4.2 Reasons Given by Students for Liking Program.

Reasons for Liking Program

Like learning in general
Quality of help/instructors
Ability to work at own pace
Overall atmosphere
Locale convenient
Computers
Time convenient

---

m. Ways Students Will Use New Skills

Students were presented with a list of ways they might use their newly-acquired skills. Most students selected at least two new ways they would use these skills. The responses are listed in Table 4.19 below.

Table 4.19 Number of Students by How They Will Use New Skill.

How Student Will Use New Skill	Number of Students Responding Yes
Use on job to be promoted or to do current job better.	98
Use to seek employment.	140
Use to change jobs.	119
Use to seek further education such as vocational or trade school.	265
Use to read stories to children or to help children with homework.	111
Use to be more confident in daily activities/personal satisfaction.	307
Use to stop being afraid that others will learn that I can not read.	46
Use to inform others.	8

n. **Prior Enrollments**

Sixty-seven of the respondents (21 percent) reported being enrolled in class or signed-up with a tutor at an earlier time. Of these students, 47 students had been enrolled only once before, 14 had been enrolled twice before, 5 had been enrolled three times before, and 1 student had enrolled and quit four times before the current class. Conflicts with working or feeling like they were not learning were the two major reasons students gave for quitting school the last time they were enrolled.

o. **Reasons Not Attending Before Now**

The students who were enrolled for the first time were asked why they had not sought help before. The main reasons given by students (ranked from highest to lowest number of responses) were: family responsibilities/conflict, job responsibilities/conflict, no time, no interest, not knowing that the program existed or where to go for help, did not need to read before now, and child care too expensive/unavailable.

p. **Recommendations for Improving Literacy Programs**

Students were asked to make recommendations about how to improve instruction of adult students, how to improve instructional materials, and how to recruit and retain students. The responses are listed in Figure 4.3 below.

Figure 4.3 Recommendations By Students for Recruiting and Retaining Students, Improving Instruction, and Improving Instructional Materials.

Improving Instruction and Instructional Materials

More one-on-one instruction
More caring/understanding staff
More convenient hours
Let students work at home
Make materials more adult-like, less child-like
More help from instructor to understand materials
Lower cost of materials

Recruiting Students

More advertising on television and radio
Increase direct contact with potential students
Word-of-mouth/testimony advertising by students
More encouragement and praise for students
More support services for students

Retention of Students

Provide child care
More variety in programs
More encouragement and recognition
Allow smaller classes
Provide transportation services
Provide financial aid

D. *Summary*

Survey data were collected from program directors, instructors, and students at eight community colleges in North Carolina. A major goal of the survey was to obtain input from the three basic participant groups (literacy program directors, instructors, and students) on ways to improve the delivery of literacy services to adult learners. In addition, the survey collected basic descriptive information about program directors, instructors, students, and the overall operation of the literacy programs. Twenty-seven program directors representing the four literacy program areas completed mail surveys. Telephone interviews were conducted with 140 instructors and 323 students. The major findings are summarized below for each of the respondent groups.

1. *Program Directors*

All program directors for literacy programs in the eight study sites (ABE, CED, AHS, and GED) were included in the survey. The major findings are reported below.

* Nineteen of the 27 programs included in the study were administered by one program director or coordinator.
* Eleven programs had part-time administrators.
* Program directors reported that over half of their students were unemployed and most of the employed students were working in unskilled jobs.
* All 27 programs offered classroom instruction and daytime classes.
* All of the programs offered night classes and 14 programs offer weekend classes.
* The majority of the literacy programs provide literacy training not only on their campuses but throughout the community--locations such as churches, public school buildings, human service agencies, and correctional facilities.
* The most used instructional services were the classroom (lecture etc.), computer-assisted instruction, and one-on-one tutoring.
* Most support services are provided on a year-round and individual basis.
* The majority of programs offer educational counseling and less than half offer employment counseling or job placement referral services.

- Three programs offer transportation services and two programs offer child care services.
- Most support services are provided by staff other than instructors.
- Study sites reported formal working relationships with public schools (15 sites), correctional agencies (16 sites), job service agencies (17 sites), and human service agencies (13 sites).
- Approximately half of the programs publicize their programs a "great deal" and half publicize their program "somewhat".
- All program directors indicated that expansion of outreach efforts was their top priority for the next year.
- Program activities mentioned by at least half of the program directors as needing "a great deal of improvement" were: publicity/outreach activities, inter-agency networking activities, and diagnosing student needs/goals.
- One-half of the program directors reported routinely collecting feedback via structured questionnaires from students about program services/activities.
- Twenty-four of the 27 program directors reported that instructors taught at least one classroom course per year and 16 programs do have full time instructors.
- Twenty-two of the 27 programs require at least a college degree.
- Nineteen of the 27 literacy programs use volunteer staff.
- Program directors recommended the following to improve the literacy services: increase funding for instructional materials, increase ongoing in-service training for instructors, increase funding for advertising literacy programs, increase funding to hire recruitment/retention specialists, allow smaller class size to encourage giving more individual attention for students.

2. *Instructors*

Interviews were completed with 140 instructors representing each of the four literacy programs (if available) at each study site. The major findings are reported below.

- Ninety-four percent of instructors were paid instructors.
- Sixty-five percent of instructors had a B.A. or B.S. college degree, another 29 percent has a post-graduate degree.

- Sixty-nine percent of the instructors reported providing instruction in a large classroom setting.
- Sixty-six percent of the instructors felt that one-on-one instruction was the most effective way to teach adults.
- The majority of instructors worked 20 hours or less per week.
- Nearly all of the instructors rated the instructional materials they use as effective.
- Instructors identified major problems faced by adults in learning to read as: low self-esteem, family problems, learning disabilities, transportation problems, and lack of motivation to learn.
- The most common problem experienced by instructors in teaching adults was that these adults had been out of school too long.
- Instructors felt that the most important support services needed by students were educational counseling and job seeking skills.
- The primary reason given by instructors for students leaving the program was the slow progress made by students.
- Ninety-four percent of instructors felt that the program should be evaluated for outcomes and effectiveness.
- The top four program activities cited by instructors as needing improvement were: more advertising--publicizing services and attracting students, providing more support services (such as child care or employment counseling), volunteer training, and staff/in-service training.
- The majority of instructors liked their jobs and felt a sense of accomplishment in what they do for students.
- Over half of the instructors reported needed more training in areas such as instructing and motivating adult students, how to retain students, and how to use various curriculum materials.
- The primary recommendations for improving literacy programs cited by most of the instructors are as follows: increase advertising for literacy services/programs to recruit students and recruit more students from industry; improve instructor sensitivity and reward/encouragement techniques to retain students; have smaller classes; improve instructional materials by increasing the variety of instructional materials and making them more adult-like; improve service delivery by improving and increasing support services;

improve relationships with general community and other service providers; and conduct program evaluation activities.

3. Students

Interviews were completed with a sample of 323 students who participated in the ABE, AHS, or GED programs during the 1987 Fall quarter. The major findings are reported below.

* Fifty-six percent of the student respondents worked full- or part-time.
* Students ranged in age from 16 to 81 years old.
* Sixty-nine percent of the students reported completing one to three years of high school.
* Sixty-eight percent of the students first quit school when they were 16 or 17 years old.
* The top two reasons students gave for quitting school the first time were: had to get a job/work on the farm and no interest in school/failed several courses and got behind in school.
* Ninety-three percent of the students reported that it was easy to enroll in their current program of study.
* The majority of the students first found out about the literacy program from friends and relatives.
* Sixty-five percent of the students reported "wanting to improve self/wanting to get a diploma" as their reason for returning to school.
* Eighty percent of students reported that the time and day(s) they had classes were convenient.
* About one-fourth of the students with children under the age of twelve reported missing classes because of child care needs.
* Students rated learning centers, private tutoring, and small classroom instructional settings as very helpful in helping them to learn.
* Fifty-nine percent of the students reported spending 6 hours or less in class per week.
* Ninety-six percent of students said they did not have problems with their instructors.
* Sixty-seven percent of students reported being satisfied with their basic skills training.

* The majority of students reported they could be helped more by the instructor/tutor by receiving more one-on-one instruction.
* The ability to work at their own pace and the enjoyment of learning were reasons given by students for liking their program of study.
* The top three responses given by students about how they will use their newly-acquired skills were: use new skills to feel more confident in daily activities/personal satisfaction; use new skills to be promoted, change jobs, or get a job; and use new skills to seek further education.
* Sixty-seven percent of students had been enrolled prior to current enrollment.
* The primary recommendations for improving literacy services cited by the majority of the students are as follows: increase television and radio advertising about literacy services/programs to recruit students; increase direct contact with potential students; improve instructor sensitivity and reward/encouragement techniques to retain students; provide more support services such as child care and financial aid; improve instructional materials by making them more adult-like, less child-like; and improve instruction by increasing individual instruction (more one-on-one).

V. ON-SITE DATA COLLECTION

V. ON-SITE DATA COLLECTION

A. General Procedures

Round table discussions were held at each of the eight community colleges chosen as study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy program staff members and from groups who provide literacy services in the local area. Community-wide input was sought to provide multiple perspectives on the problem of adult illiteracy and potential solutions to this problem at the local level and in the state as a whole. As part of the introductory activities at the round table session, secondary data were displayed and discussed by participants (see Chapter II). This discussion was helpful in clarifying various characteristics of the population to be served in the local area. This process helped the group to identify problems and barriers to serving the targeted population and to suggest recommendations to overcome them. In addition, an inventory of local literacy services was completed prior to the on-site visits. This procedure is discussed below.

B. Inventory of Local Literacy Services

Prior to each site visit, local literacy program staff members were asked to complete an inventory of literacy services available in their community college service area. The service inventory is an index of literacy resources in the local areas and represents agencies that program directors were aware of or able to contact and, therefore, may not be an exhaustive list of local services. Figure 5.1 summarizes the types of literacy services identified in the inventories compiled for the eight community college service areas.

As shown in Figure 5.1, several types of organizations provide literacy services in the areas surrounding the eight study sites. (A detailed listing of individual agencies appears in Appendix D.) Of these organizations, literacy councils and community colleges provide direct services such as classroom instruction and tutoring in basic skills. In most cases, these groups provide some type of counseling and other support services for students. In the case of literacy councils, these services are usually provided by volunteers on an informal basis.

Figure 5.1 Literacy Services Identified in the Eight Study Sites.

Type of Agency	Services Provided	Range Served	Fees
Literacy Councils/ Voluntary Associations (n=9)	Recruitment and training of volunteers; referrals to other agencies; one-on-one tutoring in reading and basic skills; career and personal counseling; transportation; assessment/ folow-up; education on literacy problems.	3-300	None
Government Agencies (n=16)	Referrals to literacy programs, DCC, sheltered workshops, and extended day; schools; tutoring in basic, high school, and vocational skills; testing; counseling; day-care; provision of transportation and cost of transportation; payment of stipend for work experience clients.	3-200	None
Public Schools (n=10)	Assessment/follow-up; referrals to literacy programs; GED; tutoring in basic/high school skills; transportation; day care; career/ personal counseling; provision of class space; "Read to Succeed Program."	15-200	None
Correctional Facilities (n=4)	Assessment and referral to literacy programs; GED counseling.	30-75	None
Colleges/Institutes (n=7)	Assessment, follow-up; referral to literacy programs; instruction in Adult Basic and Compensatory, Education, Adult High School; Human Resource Development, GED testing; one-on-one tutor- ing; day-care; pre-employment skills training; career/personal counseling.	12-1,200	$5 for GED testing
Business/Industry (n=5)	Assessment/follow-up; volunteer training; referrals to literacy programs; instruction in Adult Basic Education and Adult High School; GED testing; transportation.	6-1 42	$5 for GED testing

As indicated in Figure 5.1, support services are frequently provided through the college in general rather than through specific basic skills programs. In the service areas for the study sites, correctional facilities and business provide structure and housing for literacy classes sponsored and taught, in most cases, by community college staff. Public schools, government agencies, and human service agencies provide referrals to community college programs.

Most literacy services are free of charge to the student. Small, one-time fees are charged for GED testing. In several of the study sites, transportation is provided on a limited basis by the community college or literacy council volunteers at no cost to the student.

C. *Roundtable Discussions on Problem of Illiteracy*

1. *Selection of Participants*

On-site data collection procedures were established in consultation with North Carolina Department of Community Colleges agency staff and a panel of representatives from the study sites. This group included directors of literacy programs and institutional planning officers. A meeting involving these persons was held prior to the on-site visits. At this meeting, research project team members, literacy program staff, and community college representatives developed the service inventory form and devised procedures for conducting the on-site visits.

Local community college representatives were asked to host the on-site visits and to organize a meeting of literacy service providers, concerned citizens, and referral agencies in the local service area. Program directors at the study sites determined who should be invited to their respective meetings. Table 5.1 lists the major categories of service providers who attended the meetings across the eight study sites.

2. *Service Delivery Problems*

Group discussions yielded substantial information on interaction among agencies providing literacy services in local areas. Most agencies represented in the eight community college service areas maintain a close working relationship with their local community college. Referrals are made to community college programs on a regular basis by agencies such as Departments of Social Services, JTPA Programs, and local public school systems.

Participants in the on-site group discussions identified issues and problems impinging upon delivery of literacy services at the local level as well as potential solutions to these problems. The major issues that emerged during these discussions are discussed below.

Table 5.1 Service Providers Attending On-Site Discussion Groups.

Affiliation of Service Provider	Number of Representatives
Community College Program Representatives	
ABE	10
GED	7
AHS	2
CED	1
ABLE Centers	2
Advancement Studies	2
Human Resources Development	4
Dropout Intervention	1
Other Programs	7
Local Government/Human Service Representatives	
Chamber of Commerce	2
Social Services	5
Hospitals	2
Vocational Rehabilitation	3
Libraries	2
Employment Security Commission	1
Job Training Partnership Act	3
Sheltered Workshops/ADAP	1
Commission on Indian Affairs	2
Voluntary Association Representatives	
Service Organizations/clubs	1
Literacy Councils	10
Correctional Programs Representatives	
Adult Probation Program	2
N.C. Department of Corrections	1
Public Schools	5
Industry/Business	7

a. *Barriers to Service Utilization*

The adult learner is a special student with needs that may vary greatly from the needs typically associated with children. The adult learner who is illiterate or lacking in basic skills needed to function in society is particularly at risk of encountering obstacles to completing basic educational programs.

Adult non-readers or low-level readers lack a history of success in life in general and in education in particular. Many persons in this group have repeatedly experienced failure. Consequently, they return to the educational system unsure of or doubtful about their ability to succeed. In addition, they frequently hold unrealistic views of the amount of time and effort that will be required of them to finish school.

To further compound the problems associated with low self-esteem and self-confidence, students bring with them personal problems that, in some instances, have arisen directly as a result of their inability to read. Many students are unemployed and have been referred by public assistance or job training agencies. Of those who are employed, most hold low-paying jobs that do not allow flexibility in scheduling to accommodate schooling (e.g., migrant farm workers may not be able to attend classes until nine o'clock at night or later).

Due to the hardships faced by adult learners in literacy programs, special services are often needed to foster student success. Group participants stressed that the adult learner must be approached in a wholistic manner. Literacy training amounts to more than simply helping the student learn to read. It provides the student with a means of taking control and possibly making some very significant changes in the quality of his or her life.

Literacy programs must take into account the support services that are needed to allow students to integrate literacy training into their lives. For example, community college personnel reported that their students need counseling services to assist them in integrating their newly-developed skills into their lives. One program reported that they had no counselor for ABE students and only one AHS counselor whose primary job responsibility is reviewing transcripts to determine appropriate student placement.

Group participants stressed the fact that many adult students in literacy programs are plagued by problems such as lack of transportation. Some round table participants reported that outlying areas (as far as twenty miles away from campus) were the major areas of poverty in the county.

Many people in these areas have no telephones, personal means of transportation, or access to a public transportation system. Likewise, lack of low-cost or free day care facilities hinders students from accessing literacy services. Furthermore, it is difficult for many students to incur the expenses associated with completing their education even though they may be able to obtain a job based on their improved skills.

This array of complex, interrelated problems is often overwhelming to potential students. Consequently, many students find the logistics associated with returning to school simply too much trouble for the perceived level of reward they will gain. Thus, a significant sector of the potential student population is unable to access services of the community college.

b. *Funding of Community College Literacy Programs*

Funding for literacy programs in the community colleges system is calculated based on either contact hours or membership hours in order to generate a full-time equivalent student (FTE). Contact hours are the actual number of hours a student is in class or in contact with the instructor. In contrast, membership hours are based on a student's being enrolled in the class through a specified point in the quarter. Service providers at the eight study sites strongly emphasized that funding levels and the general funding formula used in literacy programs present a unique and difficult situation in terms of recruitment and retention of students. The following discussion details major concerns about funding for several important components of Department of Community Colleges literacy programs and literacy services provided outside the community college setting.

1) General Funding Formula for Literacy Programs

As indicated in the previous discussion, the adult learner is faced with a difficult and unique set of challenges when he or she attempts to reenter school. The overall administrative approach to literacy programs should reflect the needs of the student and should support creative, innovative techniques and solutions that are successful with this population.

During the on-site meetings, local literacy service providers strongly emphasized that the current funding formula for community college literacy programs does not allow for creative or successful solutions to problems they encounter in serving adults who cannot read. Program staff report that current funding formulas were established between 1950 and 1960 and are not applicable or effective in delivering services to students today.

A major concern expressed by community college personnel at the eight study sites is that funding is based solely on contact hours or membership hours rather than student progress or other criteria. This results in classes that are too large to allow the instructor to spend sufficient time with each student. In order to reduce class size, administrators sometimes hire instructors at a lower rate of pay and risk employing instructors who are less qualified. Furthermore, program staff estimate that as many as fifty percent of students enrolled in ABE courses are subject to learning disabilities in addition to the logistical problems described above. Staff believe that more money is needed to develop instructional strategies for learning disabled students. Moreover, participants in the discussion groups suggested development of a weighted funding formula to support service delivery for these students.

2) Funding of Compensatory Education Programs

Compensatory education is designed to provide educational services to mentally handicapped students. These students require possibly two to three times the resources of most students if they are to succeed in an educational setting. The primary determinant of success of CED students is class size. Compensatory Education programs, however, are funded at the same level as other literacy programs. As a result of this funding strategy, compensatory education classes are often too large to have a positive impact on students. As in other literacy programs, directors sometimes reduce class size by hiring instructors at a lower rate of pay.

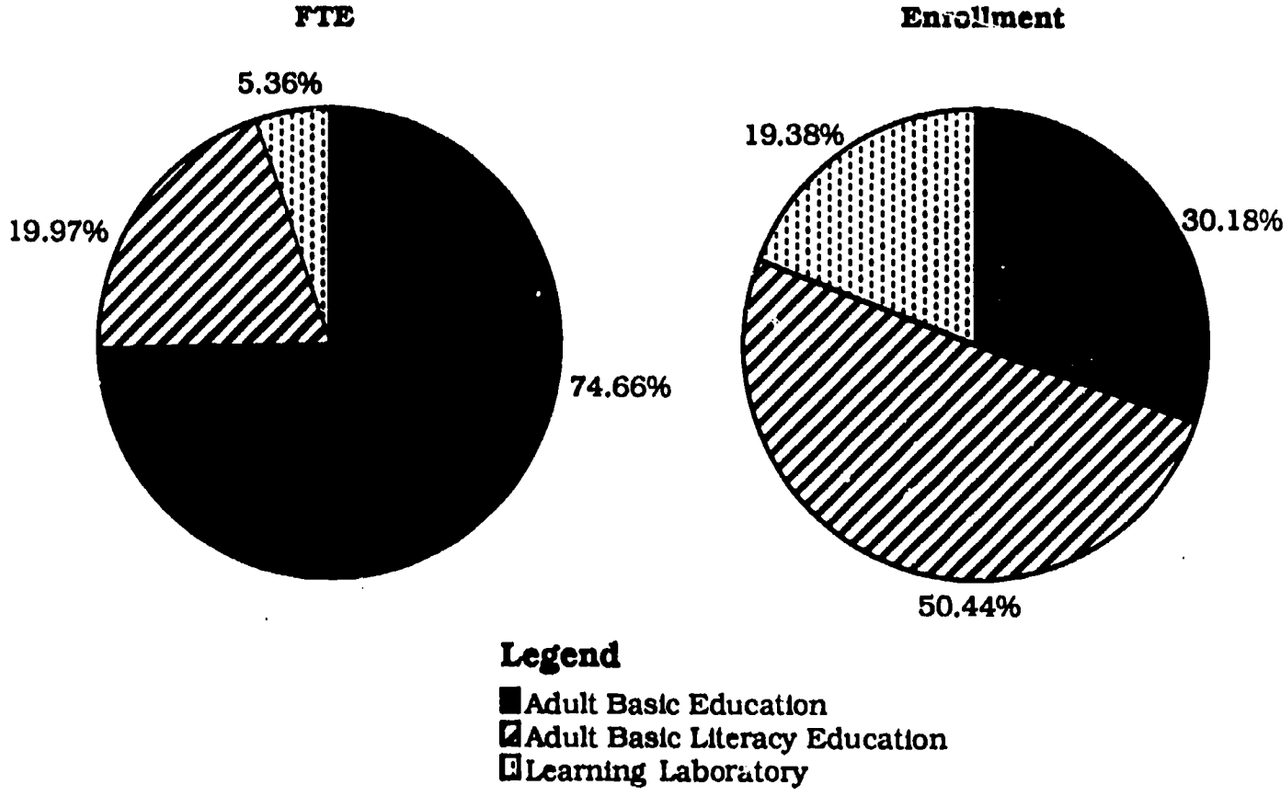
3) Funding of ABLE Centers

ABLE Centers were established to meet the needs of adult students who are unable to attend classes on a regular schedule. These centers allow the student to maintain control over his or her educational schedule and to coordinate schooling with other responsibilities. Staff report that in some ABLE Centers there is a 65 to 75 percent student retention rate. Although the ABLE Center is judged by many staff to be more effective in literacy training than regular ABE classes, funding generated by the ABLE Center is generally less than funding generated by the regular ABE program.

Figure 5.2 illustrates a typical situation in which the ABLE Center receives slightly over one-fourth the amount of funding allocated for the ABE program although student enrollment in the ABLE Center comprises fifty

percent of total enrollment as compared with thirty percent comprised by ABE.

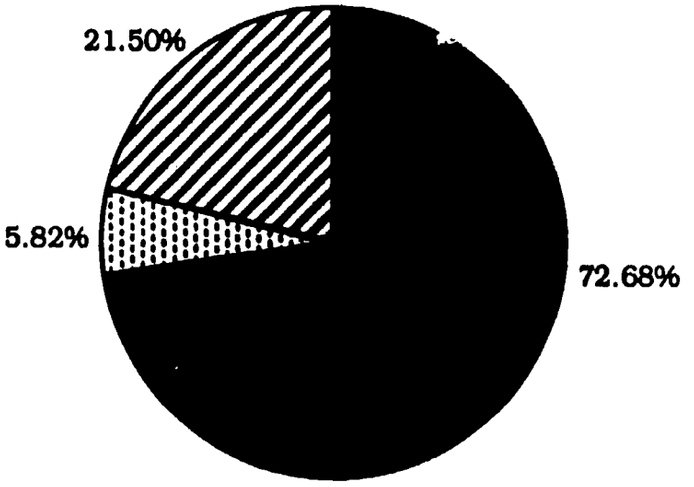
Figure 5.2 FTE Versus Enrollment.[1]



[1]*Data provided by Central Piedmont Community College.*

Additionally, because persons who have high school diplomas cannot be funded through ABE programs, they are referred to ABLE Centers for individualized study; however, the ABLE Center does not receive funding for high school graduates who cannot read. Consequently, when the Centers serve these students they must absorb the cost through other funding sources. Figure 5.3 presents a graphic representation of this situation using data for the ABLE Center in Central Piedmont Community College for 1983 through 1987.

Figure 5.3 Education Level of Students Enrolled in ABLE Center: 1983-1987.[2]



[2] *Data provided by Central Piedmont Community College.*

4) Allocation of Line Item Funding

Local participants in group discussions noted that funding problems are compounded by the inability of local staff to control and allocate funds as they are needed across literacy programs. For example, personnel from one school stated that their literacy programs were well-funded in terms of the overall level of money alloted but that they were unable to hire a secretary for the program because money had not been allocated for administrative support expenses. The same problem applies to purchasing equipment for these programs.

Other local staff members reported that the lack of line-item funding for advertisement and recruitment purposes presents a problem in recruiting new students. Recruiting adult learners in literacy programs is difficult and

time-consuming. Because potential students frequently are unemployed, live in unstable housing condtions, or have no telephones, locating them requires a full-time effort and may necessitate direct contact through door-to-door canvassing or telephoning potential students. Furthermore, enrolling students after they are located is difficult because potential students are often unable to see the need or benefit in returning to school due to problems associated with child care, family responsibilities, transportation, and scheduling classes in relation to work schedules.

5) Funding for Local Literacy Councils

Literacy Councils are quite active in providing literacy services in several of the eight study sites. One Literacy Council reported having approximately 150 tutors who work individually with an equivalent number of students. Most literacy councils use volunteers but, occasionally, are able to employ a part-time paid coordinator. The Laubach system is used most commonly with students tutored by literacy council members in the eight study sites. This method uses a phonetically-based approach to teaching reading.

Most literacy council representatives who attended the on-site discussions reported that they provide tutoring in basic reading, and, occasionally, writing, math, and GED preparation. Some councils provide diagnostic screening services using Laubach for students at basic levels.

Literacy council representatives reported that, although they operate on a volunteer basis, lack of funding for support services presents a major operating problem. Administration of programs involving numerous student/tutor matches requires extensive work in training tutors, recruiting students, ordering materials, publicizing the program, and, in some cases, providing transportation services for students. Additionally, lack of funding for securing facilities needed for conducting tutoring sessions is an important problem.

c. Lack of Inter-Agency Coordination and Cooperation

Group participants called attention to a significant problem related to coordination between local community coleges and public school systems. Group participants reported that extensive levels of cooperation exist between these two systems in some locales; they noted, however, that in others there is a serious lack of cooperation that seems to involve a virtual competition for students. Some group participants felt that structural factors

at the state level, in essence, pit the two systems against each other. For example, students under age eighteen who drop out of the public school system and enter the community college system are subject to a waiting period of six months unless they have a release from their principal. During this waiting period some students simply drift out of the system and never enroll in the community colleges system.

Although sixteen-year-old high school dropouts may be referred to community college programs with the special release, staff at some community colleges are hesitant to approach these students because they believe that high school personnel see them as interfering in the public school's legitimate domain. Consequently, many high school dropouts between the ages of sixteen and eighteen "fall between the cracks" and are not served by either system.

Some local school systems do not provide alternative educational settings to meet the needs of students aged sixteen to eighteen who are not able to continue in the traditional classroom setting. Consequently, in many cases, these students are referred to the community college. Many group participants felt that these students would be better served in a high school setting with students their own age.

d. Lack of Cooperation from Employers of Adult Students

Several participants in the group discussions were representatives of businesses and industries that provide literacy training or cooperate in the effort with local community colleges or literacy councils. Many success stories were reported concerning the gains made by students in these programs. In most cases, industries sponsor classes at the work site that coincide with shift changes. Instructors are usually provided through the local community college. Recruitment is a joint effort between industry personnel, community college recruiters, and, in some cases, former students.

The motivation for industries to initiate such programs relates to concern for the overall well-being of employees as well as concern for the image and efficiency of the company. Several industry representatives in the group meetings noted that it was in their interest to educate their workers. They pointed out that, in manufacturing, jobs have changed drastically in the past twenty years due to the "high-tech" nature of today's job market. To succeed at the same job that his or her parents held in the past, an employee

today may be required to use sophisticated machinery, read computer printouts, or take detailed measurements. Additionally, shipping labels and instructions for use of products must be read and comprehended by the employee. Employees who are unable to perform these functions frequently depend on others to assist them; thus, work time for two employees is lost in the process. Furthermore, it is becoming increasingly difficult for employees to maintain a facade of competence to perform positions for which they are becoming gradually less and less qualified.

Although industry-sponsored classes have been successful in many places, several obstacles to this approach to literacy training still exist. Some employers see no benefit for the company or its employees in sponsoring literacy classes and others openly admit that they do not want their workers to raise their educational level because they might leave the company. Additionally, although general supervisors are frequently responsive to the idea of literacy training, first-line supervisors are often resistant, and occasionally hostile, toward workers who enter literacy training. Participants felt that this attitude may be due to envy or a fear that workers might surpass immediate supervisors in skill and ability.

Another problem surrounding industry-sponsored classes is scheduling. Many employees depend on co-workers for transportation and cannot stay after work to attend classes. Many employers are unwilling to allocate actual work time to compensate for this problem. Finally, employee self-image presents a problem in recruitment for industry-sponsored classes. Employees frequently are hesitant to let their peers know that they are unable to read. This problem has been so extensive in some areas that literacy program staff sometimes refer industry personnel to literacy programs in other industries or businesses where students will be anonymous.

Group participants felt that industry involvement in literacy training would be greatly enhanced if some tangible incentive were offered to businessses for sponsoring literacy programs. Such incentives might include a combination of tax reduction and benefits or public recognition.

VI. SURVEY OF SELECTED OUT-OF-STATE LITERACY PROGRAMS

VI. SURVEY OF SELECTED OUT-OF-STATE LITERACY PROGRAMS

A. Introduction

State directors of adult literacy programs in six other states were interviewed by telephone to provide information on features of literacy education in their states. In addition, an interview was completed with a staff member of the U.S. Department of Education, Division of Adult Education. The purpose of the out-of-state surveys was to provide data that might be useful to literacy program administrators in providing literacy services.

Out-of-state programs surveyed are as follows:

1. Alabama
2. Mississippi
3. Oregon
4. Virginia
5. Washington
6. Wisconsin

Each of the out-of-state interviews included a series of questions on aspects of literacy program operation and the problem of illiteracy in the state. The general topics included in the survey are as follows:

1. respondent's position and function within the state literacy program;
2. types of literacy programs provided on a statewide basis;
3. size of literacy program target population and proportion of that population currently served by state-sponsored literacy programs;
4. formula used in allocating funds to literacy programs on a statewide basis;
5. strategies used in recruiting students for illiteracy programs;
6. strategies used to retain literacy students until program completion;
7. strategies used in assessment of student progress (e.g., use of a standardized pre- and posttest on a statewide basis; and

8. characteristics of instructors (e.g., level of education, training, etc.).

B. *Findings*

1. *Types of Literacy Services Provided*

The first set of questions focused on the types of services provided by each state. ABE, GED, and AHS programs are offered by each of the states contacted. Two of the states, Wisconsin and Washington, provided detailed information on some of their literacy services. Wisconsin uses a sophisticated and expensive competency-based model (developed in New York) to implement their AHS program. In this model, two full-time counselors work with students individually to develop a study and course plan and to determine the support service needs of each student. The services are standardized with a goal curriculum for each subject and are considered by the users to be very successful. The GED program in Wisconsin requires that students be at least eighteen years old. The program administrator for Wisconsin reported that recently they have set higher standards in the GED course-work and require additional courses in health, career counseling, and civics.

Washington reported having a statewide resource center for all ABE programs. This center handles staff development for the entire state, coordinates the VISTA volunteers, and is in charge of the statewide newsletters, workshops, and conferences. Several other states are interested in establishing a statewide resource center. Washington has 59 GED testing centers across the state and a single site for scoring of the essay portion of the exam. The chief GED examiners are strongly encouraged to attend annual conferences. Furthermore, all of the state's community colleges maintain an AHS program that meets graduation requirements.

2. *Funding for Literacy Programs*

Information about funding for literacy programs was also collected in the interviews with out-of-state program administrators. All of the program administrators reported that ABE programs are free of charge. Most of the states have GED and AHS programs that are either free or charge a minimal fee to cover class or testing materials.

General funding formulas vary across the states with monies coming from local, state, and federal sources. Two of the responding states,

Washington and Oregon, provided the following details about their funding sources. Washington indicated that they did not have a line item in the state legislative budget for literacy programs. However, they have received grant money to hire volunteer coordinators on state and local levels. Washington has a "least educated-most in need" law which is strictly interpreted by the state legislature. Thus, federal money cannot be spent on programs targeted at individuals with more than a eighth grade education.

In Oregon, the state reimburses the local community colleges $1300 for every 680 hours of ABE instruction offered through the community college system. Oregon receives through the "Adult Education Act" $61 per student in federal funds and with local funding being provided through property taxes. The majority of the funding for each of the states contacted is funneled from State Departments of Community Colleges or Public Instruction to local community colleges. Local community college administrators are responsible for distributing funds for the literacy programs and for hiring and determining tenure of literacy instructors.

3. *Models for Reduction of Illiteracy*

Program administrators for the contacted states were asked to describe the current model they use to provide literacy services as well as recommendations they have for the reduction of illiteracy in the future. To preface this question, interviewers first asked respondents to report the percentage of the target population they were currently serving. The responses ranged from two to five percent with only Washington serving a higher percentage (nine percent) of its target population.

Responses concerning general plans for the future were varied. Washington and Wisconsin both indicated that they plan to develop a parent/child model aimed at breaking the parent-child illiteracy cycle. This project will be aimed not only at instructing the parent to read, but also at instructing the parent how to interact with the child and how to encourage the child to learn.

Washington is involved in a three year project aimed at improving the core curriculum for the ABE program. Current efforts focus on changing the curriculum to involve a "life skills orientation" designed to increase student retention. This model should prove to be more useful for students and more applicable to their individual situations.

Wisconsin indicated that current plans focus on serving the population with the lowest levels of education and expanding services in outlying areas. Alabama reported a five-year goal to double the number of students being served, increase and expand programs in correctional facilities, implement services for the homeless, and increase the number of volunteers.

Oregon's future plans include providing services to welfare recipients and providing pre-employment skills training. Virginia responded that one of its major goals is to regionalize the counties so that they can organize and provide a support network for each other.

4. Recommendations for Retention of Students

Respondents were asked for recommendations on ways to improve the retention rate for adult students. Three of the states indicated that they have problems with the retention of students but that they are currently unable to deal with the problems. Virginia recommends that student involvement in planning and evaluation procedures be increased; this would serve the purpose of increasing student dedication.

Wisconsin indicated that they are not currently implementing any new retention procedures but the program administrator recommended the following:

1. develop orientation programs for new students;
2. implement a buddy system for students;
3. increase the use of volunteers to conduct follow-up with students who have stopped attending class; and
4. take steps to make classes more interesting and rewarding for the students.

5. Instructor Certification

The program administrators were also asked about certification requirements of instructors. In each of the contacted states, the majority (about 75 percent) of instructors work part-time. Only Wisconsin and Alabama require certification for their instructors. The other states strongly encourage instructors to obtain their teaching certificate. Alabama requires instructors to be certified by local administrators and encourages them to receive college degrees by establishing an incremental pay scale based on education and experience. Wisconsin requires certification through local boards of education which are administered by the State Board of Education. Furthermore, individuals instructing grades zero through eight are required

to have a bachelor's degree in elementary education; those instructing grade levels nine through twelve are required to be certified to instruct GED and AHS and are required to have an adult basic education degree (equivalent to a Master's degree). Some of the contacted states have a statewide formal staff development plan and others are considering this strategy.

6. *Student Evaluation Procedures*

Student evaluation procedures are in place in all of the states contacted. All six of the states reported that they administer some type of pre- and posttest; however, each reported that the posttesting process is very difficult. Testing materials on the whole are not standardized across the states. Washington uses standardized pre- and posttests and Virginia is in the process of switching to a statewide testing system.

7. *Literacy Councils*

Wisconsin, Mississippi, Alabama, and Virginia reported that they have state literacy councils and all of the contacted states except Wisconsin indicated that local literacy councils are operating throughout their state. Wisconsin has one local level literacy council which is a relatively new program.

8. *Recruitment Techniques*

Recruitment techniques used in literacy programs were described briefly by the program administrators. Current recruitment techniques in each of the states are relatively straightforward and include television and radio advertising, word-of-mouth advertising by current or former students, and public announcements. Several of the states indicated that in order to develop better recruiting techniques they need an increase in funding for advertising.

In Wisconsin the governor currently is planning a recruitment program which will require individuals receiving state or federal funds (e.g., welfare, unemployment benefits) to obtain a GED or AHS diploma in order to retain their benefits. They also recommend getting student referrals from the Department of Motor Vehicles.

Oregon is making successful use of Vista volunteers who travel across the state, talk to people, encourage them, and disperse information to help recruit students for literacy programs.

9. *Program Evaluation*

Contacted states were asked about their procedures for evaluating literacy programs. Each of the states except Mississippi indicated that some form of in-depth program evaluation is conducted. Mississippi reported that evaluations are based on dropout rates and on the number of individuals who pass the GED exam. They also stated that there is an annual state-level monitoring procedure and an annual evaluation by peers. Each of the other states reported that every one to three years some form of administrative or peer review is conducted for each of the various programs and that they also conduct an in-depth study of regional programs every three to six years.

Washington reported that they participate in a Consortium of Western States. This consortium, which is composed of a state director, a local director, and a local instructor (each from a different state) visits and evaluates individual literacy programs. The research team confers and presents recommendations to that state director and to the president of the college.

Wisconsin evaluates ABE programs in the districts every five years. A committee of six to ten people evaluates the literacy program and an evaluation specialist writes up the report and submits it to the district leader with recommendations. The district administrator has one year to address the issues that have been raised in the evaluation report.

C. *Summary*

Major findings from the out-of-state survey are listed below.

- All of the contacted states offer ABE, GED, and AHS programs.
- ABE programs are free of charge in all programs contacted; GED/AHS programs are free or charge a minimal fee for testing.
- Washington reported that they cannot spend federal funds on persons with more than an eighth grade education.
- In the states contacted, local community college administrators are responsible for allocating funds across literacy programs.

* The majority of the states reported serving from two to five percent of their target populations; Washington is serving nine percent of their target population.

* All the states contacted have or are planning to implement innovative pilot programs to recruit students who are most in need of literacy services.

* Recommendations concerning student recruitment focused primarily on the need to provide more monitoring and support services on an individual basis and involving students more in program planning and evaluation.

* The majority of states contacted reported that approximately 75 percent of their instructors have part-time positions.

* All states contacted reported administering some type of pre- and posttest for student evaluation; test materials, on the whole, are not standardized across individual states. Some states are in the process of switching to a statewide testing system.

* Many of the states contacted indicated that they need additional funding for advertising in order to improve recruitment efforts; several states are making successful use of volunteers to help recruit students.

* Five of the six states conduct in-depth program evaluations; several states reported that they conduct annual administrativ and peer review.

* Some states have a statewide resource center and a statewide formal staff development plan; other states are attempting to establish resource centers or implement a more formal staff development plan.

VII. SUMMARY AND RECOMMENDATIONS

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A. Introduction

This report describes the procedures and findings of a study of adult literacy in North Carolina. The study was conducted for the North Carolina Department of Community Colleges during the spring of 1988. The study used a community-based approach to identify solutions to the problem of adult illiteracy. General research procedures, study findings, and recommendations pertaining to the reduction of adult illiteracy in North Carolina are discussed below.

B. Research Procedures

Eight North Carolina community colleges representative of a variety of literacy program types were chosen as study sites. Schools selected as study sites are listed below.

1. Central Piedmont Community College
2. Davidson County Community College
3. Durham Technical Community College
4. Gaston College
5. Martin Community College
6. Richmond Community College
7. Sampson Community College
8. Southeastern Community College

These schools and their service areas were used as the basis for collecting background information on selected characteristics of service area residents and literacy programs. Directors, instructors, and students associated with literacy programs at the study sites were interviewed concerning their opinions on various literacy program features, reasons students drop out of school, problems adults have in returning to school, recommendations concerning improvement of literacy education and reduction of illiteracy. The study involved five major tasks as listed below.

1. Collection of Secondary Data for North Carolina Counties

Background data on North Carolina counties and community college service areas were collected from the 1980 United States Census and other public use data files.

2. Survey of Selected North Carolina Community College Literacy Programs

An in-depth survey of literacy program personnel and students was conducted in eight study sites. The survey provided information on literacy program operation and problems students encounter in returning to and completing school.

3. On-site Data Collection at Eight Study Sites

Round table discussions of literacy service providers were held at eight study sites. Community college and other literacy service providers shared ideas and suggestions concerning reduction of illiteracy in the local area and in the state as a whole. Input from these meetings was used to provide an overall assessment of literacy service availability and utilization within the service areas of the study sites.

4. Review of Literacy Plans for the Fifty-Eight North Carolina Community Colleges

Literacy plans for the fifty-eight North Carolina Community Colleges were reviewed and summarized. These reports were used to illustrate long-range plans for provision of literacy services throughout North Carolina.

5. Survey of Selected Out-of-State Literacy Programs

Information on literacy programs outside of North Carolina was collected through telephone interviews with directors of literacy programs in other states. These interviews provided additional data for developing recommendations concerning delivery of literacy services in North Carolina.

C. *Findings*

1. Secondary Data Collection for North Carolina and Study Sites

The population for North Carolina is estimated to reach 7,262,895 by 2000. Between 1980 and the year 2000 the percentage of persons aged 15 years and younger is projected to decrease from 24.5 percent to 20.3 percent; the percentage of persons aged 16 to 64 will increase from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

In 1980, approximately one fourth of North Carolinians aged 25 years and older had completed less than the ninth grade. Another 21 percent had not completed high school. Approximately 20 percent of urban residents had completed less than nine years of school and 20 percent had completed one to three years of high school. Twenty-eight percent of rural residents aged 25 and older had completed eight or fewer years of school and 22 percent had completed one to three years of high school.

Slightly over one third of the black population 25 years of age and older had completed fewer than nine years of school. Among whites and those persons classified as belonging to other racial categories, 22 and 35 percent, respectively, had completed less than nine years of school. The percentage of adults with one to three years of high school is roughly equivalent among racial groups. Nearly twice as many whites as nonwhites have completed four years of college or more.

Approximately thirty-nine percent of persons aged 16 years and older had not completed high school in 1980 and approximately 45 percent of the population aged 65 years and older had completed less than nine years of school The majority of persons aged 25 years and older who had completed less than nine years of school were unemployed in 1980. Furthermore, persons having the lowest levels of education were at greatest risk of living in poverty.

There were 17,432 persons incarcerated by the end of 1987. Of those persons, 22 percent had completed less than a ninth grade education and slightly less than half had finished one to three years of high school.

2. *Review of Literacy Plans for North Carolina Community Colleges*

Four programs provide literacy education in North Carolina community colleges. The programs are described below.

Adult Basic Education (ABE) - a program of basic skills for adults, aged 16 and older, who have not graduated from high school and who function at less than the 8.9 grade level;

General Educational Development (GED) - a program designed to help students pass the GED test leading to a high school equivalency certificate;

Adult High School (AHS) - a cooperative program of instruction designed to offer high school courses leading to an adult high school diploma; and

Compensatory Education (CED) - a program which compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

These programs recruit approximately 67 percent new students each year and retain 33 percent of their student population annually.

3. *Survey of Literacy Programs in Selected North Carolina Community Colleges*

a. Literacy Services

Most literacy programs in the study sites are administered by one program director or coordinator. In some programs, one person is responsible for administration of two or more literacy programs. In addition to classes offered on campus, most of the programs offer literacy training in locations such as churches, public school buildings, human service agencies, and correctional facilities. Most literacy programs offer educational counseling, although less than half offer employment counseling or job placement referral services. Three of the programs offer transportation and two programs offer child care services.

Twenty-two of the twenty-seven programs require their instructors to have at least a college degree. Nineteen programs use volunteer staff who assist with instruction, tutoring, or support services. Only a very small proportion of the instructors surveyed (less than ten percent) provide such services.

Most instructors in the eight study sites work twenty hours or less per week in literacy programs. Over one-third of the instructors in any of the four programs work more than twenty hours per week. Instructors spend the majority of classroom time in basic academic skills instruction. Slightly over two thirds of the instructors teach in large classroom settings of ten or more students. Instructors reported that one-on-one instruction and small group settings of five or fewer students are the most effective instructional settings for adult learners.

A common problem experienced by instructors in working with adults in literacy classses was related to students having been out of school for a long period of time. Additionally, instructors felt that students often lack the motivation required for success in literacy programs. Instructors also noted that adult students suffer from low self-esteem and, in some cases, learning

disabilities. Adults often experience family and transportation problems that interfere with their taking advantage of learning opportunities.

Student respondents range in age from sixteen to eighty-one years old. Sixty-nine percent of the students surveyed had completed from one to three years of high school. Over half reported that they work full- or part-time while attending school. Sixty-seven percent of the students have been enrolled in a community college literacy program prior to their current enrollment.

Over two-thirds of the student respondents initially quit school when they were sixteen or seventeen years old. Students reported that they originally quit school because they had to get a job or work on the farm or because they were not interested in school. Some students quit school because they lacked the credits needed for graduation. Most students learned about the community college literacy program from friends and relatives and returned to school to improve themselves or to get a diploma.

Students rated learning centers, private tutoring, and small classroom instructional settings as very useful in helping them to learn and the overwhelming majority of students reported that they were satisfied with their instructors. Students reported that they liked their programs of study because it allows them to work at their own pace. The majority of students reported general satisfaction with their basic skills training but noted that receiving more one-on-one instruction would be helpful to them. Student respondents reported that they plan to use the skills developed in their program of study to help them feel more confident in daily activities; for personal satisfaction; to be promoted, change jobs, or get a job; or to seek further education.

b. Program Improvement

Program directors noted that their programs needed improvement in the areas of publicity/outreach, interagency networking activities, and diagnosing student needs and goals. Program directors suggested that literacy programs could be improved by increasing funding for instructional materials, increasing ongoing in-service training for instructors, increasing funding for advertising literacy programs, increasing funding to support recruitment/retention specialists, and by reducing class size to allow more individual attention for students.

Students suggested that literacy programs could be improved by increasing television and radio advertising; improving instructor sensitivity; providing rewards to help retain students; providing more support services such as child care and financial aid; improving instructional materials by making them more adult-like; and improving instruction by increasing the use of individualized and one-on-one techniques.

4. *On-Site Data Collection at Study Sites*

Round table discussions among local literacy service providers were held at each of the eight study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy staff members and from groups who provide literacy services in the local area.

Prior to each site visit, literacy staff members completed an inventory of literacy services provided in their surrounding community. The service inventory provides detailed information on literacy services available in each local community college service area. Data collected through the inventory indicate that most agencies in the eight community college service areas maintain a close working relationship with their local community college. Literacy councils often provide tutoring services and community agencies, industries, and correctional facilities house the literacy classes offered through the community college.

Participants in the round table discussions identified several major barriers adult students face in accessing literacy services including: low self-esteem and lack of confidence of adult students; inflexible work schedules; and transportation and child care problems.

Literacy program staff reported that the current funding formula does not allow flexibility needed for creative solutions to serving adult students in general and special populations such as CED students in particular. Participants stressed that CED programs should be funded to allow smaller classes and that funding for ABLE Centers should be increased based on the number of students served and student success. Some participants noted that literacy councils should receive funding to offset expenses incurred in program administration and provsion of support services such as transportation for students.

Participants in the discussion groups stressed the need for improved relations between community college literacy programs and the public

schools and suggested that greater involvement of employers in offering cooperative literacy training programs would be useful in reducing illiteracy.

5. *Survey of Selected Out-of-State Literacy Programs*

a. Procedures

State directors of adult literacy programs in six other states were interviewed to provide information on features of literacy education in their states that might be useful to North Carolina Department of Community Colleges' literacy program administrators. Programs included in this survey are as follows: Alabama, Mississippi, Oregon, Virginia, Washington, and Wisconsin. In addition, an interview was completed with a staff member of the U.S. Department of Education, Division of Adult Education. The interviews included a series of questions on aspects of literacy program operation, recruitment and retention techniques, program assessment strategies, assessment of student progress, and characteristics of instructors in literacy programs (e.g., level of education, training, etc.).

b. Findings

1) *Program Evaluation*

All of the out-of-state programs reported administering some type of pre- and posttest for student evaluation; test materials, on the whole, are not standardized across individual states. Some states are in the process of switching to a statewide testing system.

2) *Funding for Literacy Programs*

All of the program administrators reported that ABE programs are free of charge. Most of the states have GED and AHS programs that are either free or charge a minimal fee to cover class or testing materials. In the states contacted, local community college administrators are responsible for allocating funds across literacy programs. Most funding for the states contacted is funneled from State Departments of Community Colleges or Public Instruction to local community colleges. Local community college administrators are then responsible for distributing funds for literacy programs.

3) *Student Recruitment and Retention*

Program administrators in the contacted states were asked to describe the current model they use to provide literacy services and to improve student recruitment and retention. Recruitment techniques used in the six states include television and radio advertising, word-of-mouth advertising by

current or former students, and public announcements. Several of the states cited a need to increase funding allocated for advertising in order to support improvement of recruiting techniques. Recommendations concerning improving student recruitment focused primarily on the need to provide more monitoring and support services on an individual basis and involving students more in program planning and evaluation. Two states have implemented plans for a model aimed at breaking the parent-child illiteracy cycle. The projects will focus on teaching the parent to read and how to encourage the child to learn. Suggestions for improving student retention were as follows:

1. develop orientation programs for new students;
2. implement a buddy system for students;
3. increase the use of volunteers to follow-up with students who have stopped attending class; and
4. take steps to make classes more interesting and rewarding for students.

D *Recommendations*

Recommendations reported in this chapter are based on the survey conducted with community college literacy program students, directors, and instructors; literacy service providers outside the community college setting.; and interviews with out-of-state literacy program administrators. Recommendations are reported based on the particular aspect of literacy training they impact.

1. Recruitment of Students

Recruitment of students for literacy programs is often difficult due to responsibilities and life circumstances faced by many adult students. For example, many adult literacy students are unemployed and, therefore, do not have access to information distributed through the workplace. Innovative means of conveying information about literacy education as well as support services are required to reach a significant proportion of the target population for literacy programs.

Recommendations of study participants for improving student recruitment procedures were varied. Several strategies, however, were strongly endorsed by all participant groups. These recommendations are summarized below.

a. **Industry-Sponsored Classes**

Involvement of businesses and industries in literacy education opens doors for many persons who, otherwise, would be unaware of opportunities available to them or unable to participate in literacy training in their areas. Announcements made in the workplace are a direct source of information for employees. Encouragement and recognition from supervisors or monetary rewards for participation in literacy programs are effective incentives for employees.

Likewise, employers should be made aware of the potential benefits to their companies by initiating industry-sponsored classes. Establishment of model programs to test the outcome of literacy training for employees should be established and incentives in the form of tax benefits and/or public recognition should be implemented.

b. **Advertising**

Many respondents in the study noted the importance of advertising in recruiting adult students. Word-of-mouth advertising by former or current students was identified frequently as an effective means of recruitment. Incentives for literacy students who recruit other students could be helpful in enrolling new students.

Television advertising was identified as an important recruitment technique because it is accessed by a majority of citizens. Initiation of an ongoing television literacy campaign would alert potential students to the availability of literacy resources and would make illiterate adults aware of the benefits of literacy training. Using literacy students to discuss the possible successes and benefits of the program was suggested by a majority of current students. Provision of incentives to former or current students who assist in recruitment of new students would greatly enhance the effectiveness of word-of-mouth as a recruitment technique.

2. ***Retention of Students***

Retention of adult students presents a significant problem for literacy program personnel. Many factors that interfere with program completion result from circumstances in the student's personal environment and, consequently, are beyond the authority of the literacy program instructor or administrator. As a result of this situation, in order to help students meet their goals and complete their programs of study, literacy programs must structure their training and scheduling to allow flexibility for students.

Structural factors of programs that often impinge upon retention of students are discussed below.

a. Provision of Special Services for Adult Students

The adult learner requires special services in order to successfully complete literacy training. Counseling services are important in helping adult students integrate literacy training skills into their careers and their lives in general.

Adult students in literacy programs are often faced with problems such as lack of transportation and lack of low-cost or free day-care facilities. In order to assure retention of students in literacy training, programs must be able to provide such services or assist students in obtaining them at a low cost on a consistent and reliable basis. Many literacy program staff felt that support services help in recruitment and retention of students.

b. Scheduling of Literacy Classes

Because adult literacy students are often employed or have families, they are unable to attend classes on a rigid schedule. Literacy programs must be able to offer classes across a broad range of days and times. Establishment of learning labs and individualized instructional centers greatly increases students' potential access to instruction.

3. Staff Development and Training

The need for professionalization of literacy program staff was stressed by many of the program administrators. Instructors employed currently are well-trained but are unable to work on a full-time basis due to funding constraints. Most instructors in the eight study sites work twenty or fewer hours per week. This situation prevents instructors from being involved in the full realm of services and limits their full participation in planning and implementation of the literacy program. Program administrators believe it is not possible to establish the literacy field as a viable profession for educators when the employment pattern does not support full-time positions.

Community colleges must be able to hire and train full-time employees of the literacy program in order to maximize benefits to the instructors as well as the students they serve. Development of a formal statewide staff development plan would assure that instructors across the state have access to ongoing training and professional activities. Furthermore, due to the extreme difficulty of retaining adult students in literacy programs,

recruitment/retention specialists should also be employed and assigned this function on a full-time basis.

4. *Interagency Cooperation*

Lack of cooperation among agencies providing literacy services may result in some students failing to receive services. This problem is particularly applicable to sixteen-year-old high school dropouts in areas where there are no alternative high schools. A cooperative relationship must be established between the public school system, the community college system, and other agencies providing literacy training. Cooperation of this nature can be encouraged by a statewide literacy effort that allows students to make transitions between the two systems. Additionally, a statewide effort to encourage cooperation between community college literacy programs and literacy councils would greatly enhance opportunities for students to receive the individual attention that is so important in literacy training.

5. *Funding of Literacy Programs*

a. General Funding Formula for Literacy Programs

Adult literacy students face situational problems as well as problems stemming from having been out of school for many years. Adult literacy students require individual attention and small classroom settings to be successful in their programs of study. Instructors and program directors stressed that classes with fewer than ten students are essential for providing quality literacy training for adult learners.

Study participants strongly recommend that the current funding formula be altered to include measures such as student progress rather than contact hours or membership hours alone. Program directors felt that instructors should be hired on a full-time basis and be assigned fewer students to allow for one-one-one instruction. In this way, students could make faster progress and overall program success would be enhanced. Hiring instructors based on "contact hours" alone does not allow for maximum program effectiveness. Additonally, special funding should be allocated to deal with the unique problems faced by learning disabled students.

b. Funding of Compensatory Education Programs

Compensatory Education Programs face additional challenges and require more resources to serve students than other literacy training programs. Because Compensatory Education Programs are funded at the same level as other literacy programs, CED classes are often too large to have

a positive impact on students. To remedy this problem program administrators may choose to reduce class size and hire instructors at a lower rate of pay, thus, potentially lowering the quality of instruction. It is recommended that funding to support a smaller ratio of students to instructors be allocated to insure adequate instruction of CED students.

c. Funding of ABLE Centers

ABLE Centers serve a unique and important function for literacy students in that they allow students to schedule their educational activities and to coordinate schooling with work or family responsibilities. ABLE Centers have proved to be a highly effective literacy training mode. Funding for ABLE Centers should be increased in proportion to the utilization and success rates of ABLE students on a statewide basis.

d. Line Item Funding for Literacy Programs

Survey respondents stressed that restrictions on expenditures by line item often compound funding problems because local staff are unable to allocate funds according to needs at the local level. Block grant funding for some aspects of local programs would allow more flexibility in providing services for adult learners which might help in recruiting and retaining adult students.

e. Funding for Local Literacy Councils

Literacy councils provide direct literacy training services in several of the eight study sites and support services for community college literacy programs in others. Funding supplements for literacy councils would offset expenses incurred in administering these highly individualized systems of literacy training. Funding could be allocated to encourage cooperative efforts (e.g., provision of one-on-one tutoring services) between community colleges and literacy councils.

E. Summary of Overall Recommendations

Recommendations below are based on data collected from survey respondents, participants in the local round table discussions, a review of literature on illiteracy, interviews with program administrators in other states, and a review of information on literacy programs throughout North Carolina.

1. ***Industry-Sponsored Classes***

   * Increase employer awareness of potential benefits to their companies of industry-sponsored classes. Involve industries in literacy education for persons who, otherwise, might be unable to participate in literacy training programs.
   * Establish model programs to test the outcome of literacy training for employees and provide incentives in the form of tax benefits and public recognition for participating employees.

2. ***Provision of Special Services for Adult Students***

   * Provide counseling services to help adult students integrate literacy training skills into their careers and their lives in general.
   * Provide adult students in literacy programs with transportation and day care services to assure retention of students.

3. ***Instructional Services***

   * Continue to offer literacy classes across a broad range of days and times.
   * Establish more learning labs and individualized instructional centers at a variety of locations to increase students' access to instruction.

4. ***Staff Development and Training***

   * Develop a formal statewide plan for training and staff development for literacy program staff.
   * Hire literacy program instructional staff on a full-time basis to increase opportunities for professionalization and to allow staff to serve students more fully.

5. ***Interagency Cooperation***

   * Improve cooperative relationships between the public school system and the community college system through a statewide effort that allows students to make easier transitions between systems.
   * Develop a statewide effort to encourage cooperation between community college literacy programs and literacy councils to enhance opportunities for students.

6. ***Funding of Literacy Programs***

- Alter current funding formula to include measures other than FTE to determine funding allotment.
- Limit class size to ten or fewer students to enhance literacy training for adult learners.
- Allocate special funding for learning disabled students.
- Allow a smaller ratio of students to instructors in CED classes.
- Increase funding for ABLE Centers based on utilization rates.
- Establish block-grant funding for local programs to allow more flexibility in service provision.
- Establish funding supplements for literacy councils to offset expenses incurred in providing support services.

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IX. APPENDICES

A. SELECTED SECONDARY DATA FOR STUDY SITES

B. LITERACY PLANS FOR N. C. COMMUNITY COLLEGES

C. SURVEY QUESTIONNAIRES

D. INVENTORY OF LITERACY SERVICES FOR STUDY SITES

APPENDIX A: SELECTED SECONDARY DATA FOR STUDY SITES

A1: Sources and Definitions of Secondary Variables
A2: Central Piedmont Community College Service Area
A3: Davidson County Community College Service Area
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A9: Southeastern Community College Service Area
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* Years of school completed by employment status, poverty status and persons 65 years of age and older were only available for Durham and Gaston counties and the state. These variables were provided for the said areas through the public use microdata sample, Research and Planning Services of the Office of State Budget and Management.

Appendix A1: Sources and Definitions of Secondary Variables

A1: SOURCES AND DEFINITIONS OF SECONDARY VARIABLES

VARIABLE	*SOURCE*
Population	"1987 Projection Series," 1987, N.C. Office of State Budget and Management.
Per capita personal income	N.C. Office of State Budget and Management, 1984 and 1986.
Poverty estimates	N.C. Office of State Budget and Management, 1980, and Detailed Population Characteristics, North Carolina, 1980, U.S. Department of Commerce, Bureau of the Census, Washington, D.C.
Labor force and largest employers employment estimates	Civilian Labor Force Estimates for North Carolina, 1986. Employment Security Commission, Labor Market Information Division.
High school enrollment/dropout rate Average expenditures per pupil	N.C. Public Schools Statistical Profile, 1986, N.C. State Board of Education, Dept. of Public Instruction, Division of Planning and Research and Division of Statistical Services, 1984 and 1986.
Years of school completed	Detailed Population Characteristics, North Carolina, 1980, Department of Commerce, Bureau of the Census, Washington, D.C.
Population incarcerated	Statistical Abstract, 1987, N.C. Department of Correction.
Day-care capacities	N.C. Department of Human Resources, Division of Facility Services, Child Day Care Section,

DEFINITIONS

Per capita personal income is the total income divided by the mid-year resident population of the area.

Persons with incomes below poverty level is the sum of the number of persons in families with incomes below the poverty level and the number of unrelated individuals with incomes below the poverty level.

Poverty level is the average poverty threshold for a family of four persons in the U.S. ($7,412 for 1979).

Civilian labor force is the total number of employed and unemployed persons, excluding military personnel.

Employed are those individuals who worked for pay or profit, or worked without pay for fifteen hours or more per week in a family farm or business.

Unemployed are those individuals who did not work at all but were able, available, and looking for work. Includes all jobless persons looking for work, regardless of whether or not they qualify for unemployment insurance benefits.

Dropout is a student who leaves school for any reason except death, before graduation or completion of a program of study, and without transferring to another school.

Dropout rate (annual) is an estimate of the number of high school pupils who dropped out of school during the school year by the actual enrollment. Because a significant number of students drop out during the summer months when school is not in session, the annual dropout rate is estimated.

Average expenditure per pupil is the average total amount spent per pupil based on enrollment as derived from state, federal and local funds.

Appendix A2: Central Piedmont Community College Service Area

Table A2.1 Selected Secondary Data for Mecklenburg County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	404,630	--
	LT 16 yrs of age	97,951	24.2
	16-64 yrs of age	272,835	67.4
	GT 64 yrs of age	33,844	8.4
Projected population 1990	Total	482,405	--
	LT 16 yrs of age	100,193	20.8
	16-64 yrs of age	330,846	68.6
	GT 64 yrs of age	51,366	10.6
Projected population 2000	Total	555,611	--
	LT 16 yrs of age	110,260	19.8
	16-64 yrs of age	377,766	68.0
	GT 64 yrs of age	67,585	12.2
Projected population 1990	White	335,542	69.6
	Nonwhite	146,863	30.4
Per capita personal income	1980	$10,049	--
	1984	$14,099	--
Persons living below poverty level	1979	43,079	10.9
Persons living below poverty level	1983	51,095	12.3
Families living below poverty level	1979	8,917	8.3
1980 Civilian labor force		229,700	--
Employed civilians		219,140	--
Unemployed civilians/unemployment rate		10,560	4.6
1986 Civilian labor force		253,430	--
Employed civilians		243,610	--
Unemployed civilians/unemployment rate		9,820	3.9
High school enrollment	1981-1982	22,420	--
Dropouts/Dropout rate	1981-1982	1,728	7.7
High school enrollment	1986-1987	23,722	--
Dropouts/Dropout rate	1986-1987	1,577	6.6
Average expenditures per pupil (including food service)			
	1984-1985	$2,994	--
	1985-1986	$3,386	--
Completed LT high school education 1980			
Population 16-24 yrs of age		11,243	16.2
Population 16 yrs of age and older		84,042	27.4
Population incarcerated 1987		1,217	--
Capacity of licensed day-care centers 1987		12,250	--
Capacity of registered day-care homes 1987		969	--

Figure A2.1 Percent Population 25 Years and Older by Years of School Completed, Mecklenburg County and North Carolina: 1980.

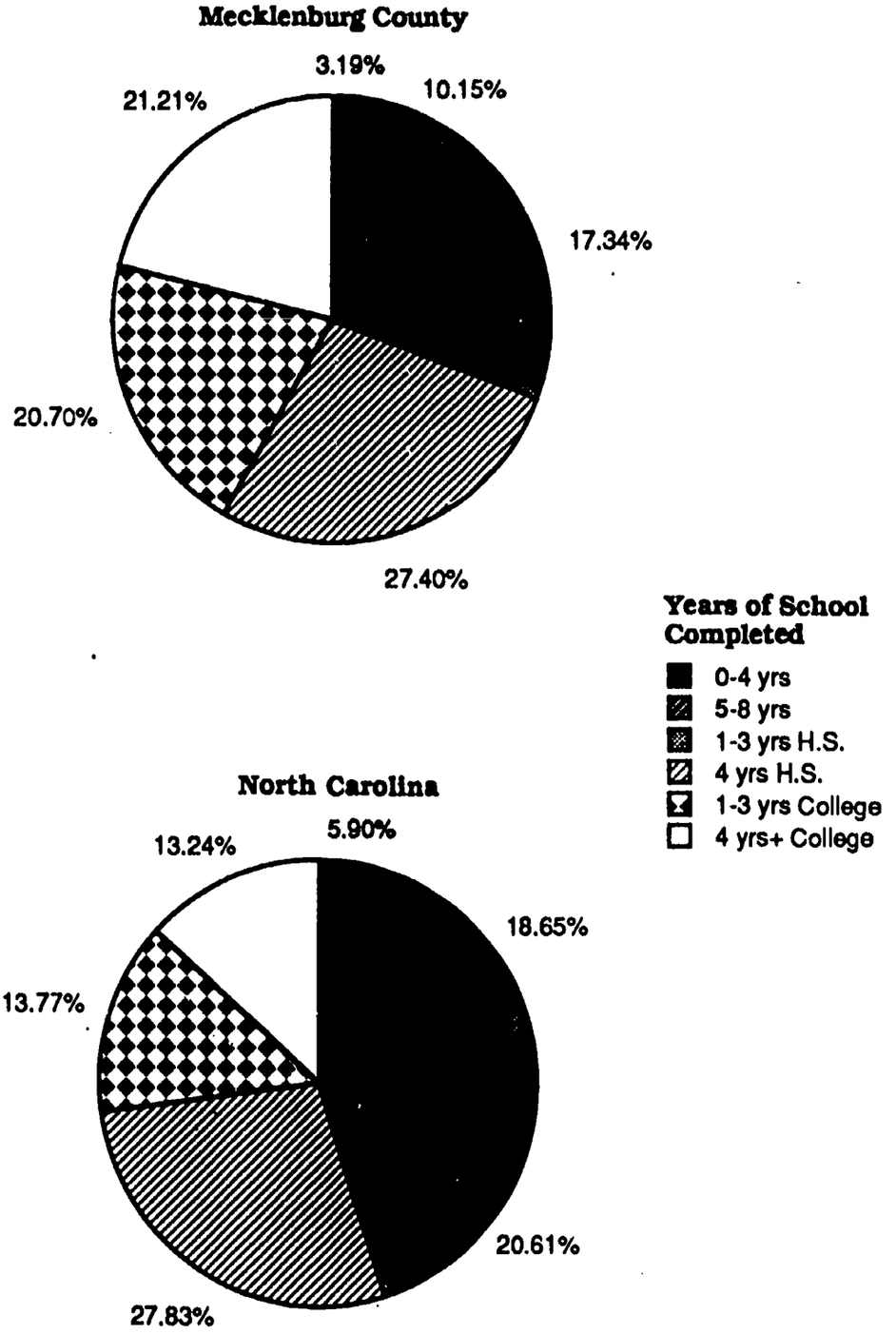


Figure A2.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Mecklenburg County: 1980.

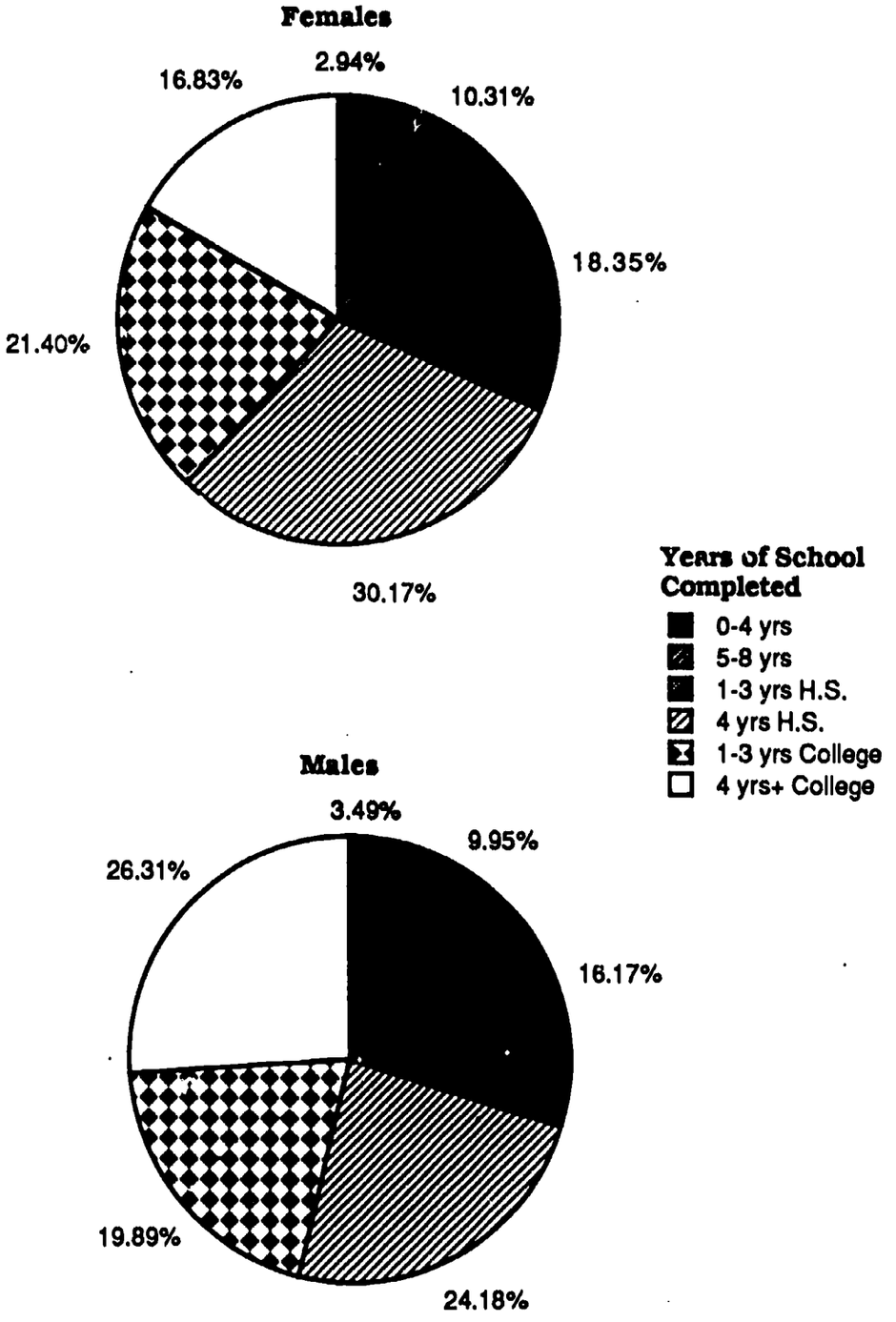
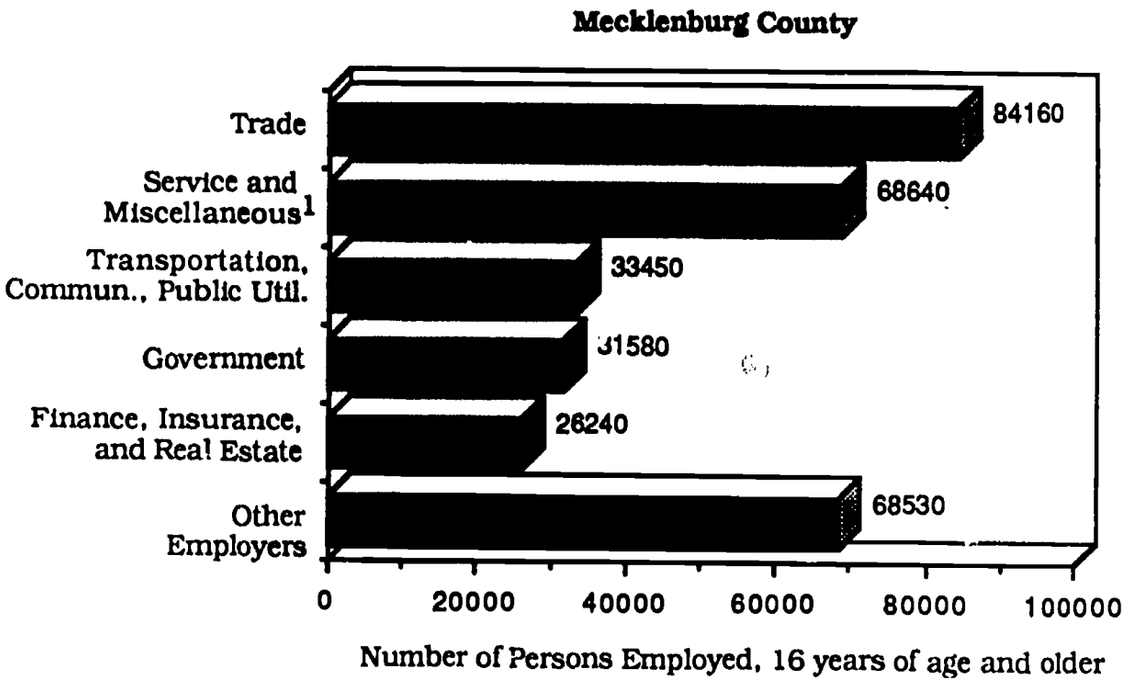


Figure A2.3 Five Largest Employers in Mecklenburg County: 1986.



[1] Includes services, except domestic; agricultural services; forestry; and mining

Appendix A3: Davidson County Community College Service Area

Table A3.1 Selected Secondary Data for Davidson County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	113,162	--
	LT 16 yrs of age	28,258	25.0
	16-64 yrs of age	73,918	65.3
	GT 64 yrs of age	10,986	9.7
Projected population 1990	Total	122,656	--
	LT 16 yrs of age	25,943	21.2
	16-64 yrs of age	81,789	66.7
	GT 64 yrs of age	14,924	12.1
Projected population 2000	Total	124,922	--
	LT 16 yrs of age	26,751	21.4
	16-64 yrs of age	86,289	69.0
	GT 64 yrs of age	11,952	9.6
Projected population 1990	White	109,965	89.7
	Nonwhite	12,691	10.3
Per capita personal income	1980	$ 7,820	--
	1984	$10,723	--
Persons living below poverty level	1979	11,846	10.6
Persons living below poverty level	1983	16,106	13.7
Families living below poverty level	1979	2,686	8.2
1980 Civilian labor force		60,330	--
Employed civilians		55,780	--
Unemployed civilians/unemployment rate		4,550	7.5
1986 Civilian labor force		67,330	--
Employed civilians		63,360	--
Unemployed civilians/unemployment rate		3,970	5.9
High school enrollment	1981-1982	6,794	--
Dropouts/Dropout rate	1981-1982	401	5.9
High school enrollment	1986-1987	6,959	--
Dropouts/Dropout rate	1986-1987	365	5.2
Average expenditures per pupil (including food service)			
	1984-1985	$2,455	--
	1985-1986	$2,827	--
Completed LT high school education 1980			
Population 16-24 yrs of age		4,546	26.3
Population 16 yrs of age and older		40,236	47.4
Population incarcerated 1987		43	--
Capacity of licensed day-care centers 1987		1,830	--
Capacity of registered day-care homes 1987		229	--

Table A3.2 Selected Secondary Data for Davie County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	24,597	--
	LT 16 yrs of age	6,200	25.2
	16-64 yrs of age	15,889	64.6
	GT 64 yrs of age	2,510	10.2
Projected population 1990	Total	30,706	--
	LT 16 yrs of age	6,778	22.1
	16-64 yrs of age	20,440	66.6
	GT 64 yrs of age	3,488	11.3
Projected population 2000	Total	37,077	--
	LT 16 yrs of age	8,052	21.7
	16-64 yrs of age	24,498	66.1
	GT 64 yrs of age	4,527	12.2
Projected population 1990	White	27,796	90.5
	Nonwhite	2,910	9.5
Per capita personal income	1980	$ 7,853	--
	1984	$10,882	--
Persons living below poverty level	1979	2,646	10.9
Persons living below poverty level	1983	3,668	14.1
Families living below poverty level	1979	668	9.5
1980 Civilian labor force		10,560	--
Employed civilians		9,880	--
Unemployed civilians/unemployment rate		680	6.4
1986 Civilian labor force		14,810	--
Employed civilians		14,020	--
Unemployed civilians/unemployment rate		790	5.3
High school enrollment	1981-1982	1,560	--
Dropouts/Dropout rate	1981-1982	87	5.6
High school enrollment	1986-1987	1,529	--
Dropouts/Dropout rate	1986-1987	93	6.1
Average expenditures per pupil (including food service)			
	1984-1985	$2,375	--
	1985-1986	$2,617	--
Completed LT high school education 1980			
Population 16-24 yrs of age		594	18.0
Population 16 yrs of age and older		8,021	43.8
Population incarcerated 1987		251	--
Capacity of licensed day-care centers 1987		292	--
Capacity of registered day-care homes 1987		72	--

Table A3.3 Selected Secondary Data for Davidson County Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	137,759	--
	LT 16 yrs of age	34,458	25.0
	16-64 yrs of age	89,807	65.2
	GT 64 yrs of age	13,496	9.8
Projected population 1990	Total	153,362	--
	LT 16 yrs of age	32,721	21.3
	16-64 yrs of age	102,229	66.7
	GT 64 yrs of age	18,412	12.0
Projected population 2000	Total	162,069	--
	LT 16 yrs of age	34,803	21.5
	16-64 yrs of age	110,787	68.4
	GT 64 yrs of age	16,479	10.2
Projected population 1990	White	137,761	89.8
	Nonwhite	15,601	10.2
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	14,492	10.7
Persons living below poverty level	1983	19,774	--
Families living below poverty level	1979	3,354	8.5
1980 Civilian labor force		70,890	--
Employed civilians		65,660	--
Unemployed civilians/unemployment rate		5,230	7.4
1986 Civilian labor force		82,140	--
Employed civilians		77,380	--
Unemployed civilians/unemployment rate		4,760	5.8
High school enrollment	1981-1982	8,354	--
Dropouts/Dropout rate	1981-1982	488	5.8
High school enrollment	1986-1987	8,488	--
Dropouts/Dropout rate	1986-1987	458	5.4
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		5,140	24.9
Population 16 yrs of age and older		48,257	47.0
Population incarcerated 1987		294	--
Capacity of licensed day-care centers 1987		2,122	--
Capacity of registered day-care homes 1987		301	--

Figure A3.1 Percent Population 25 Years and Older by Years of School Completed, Davidson County Community College Service Area and North Carolina: 1980.

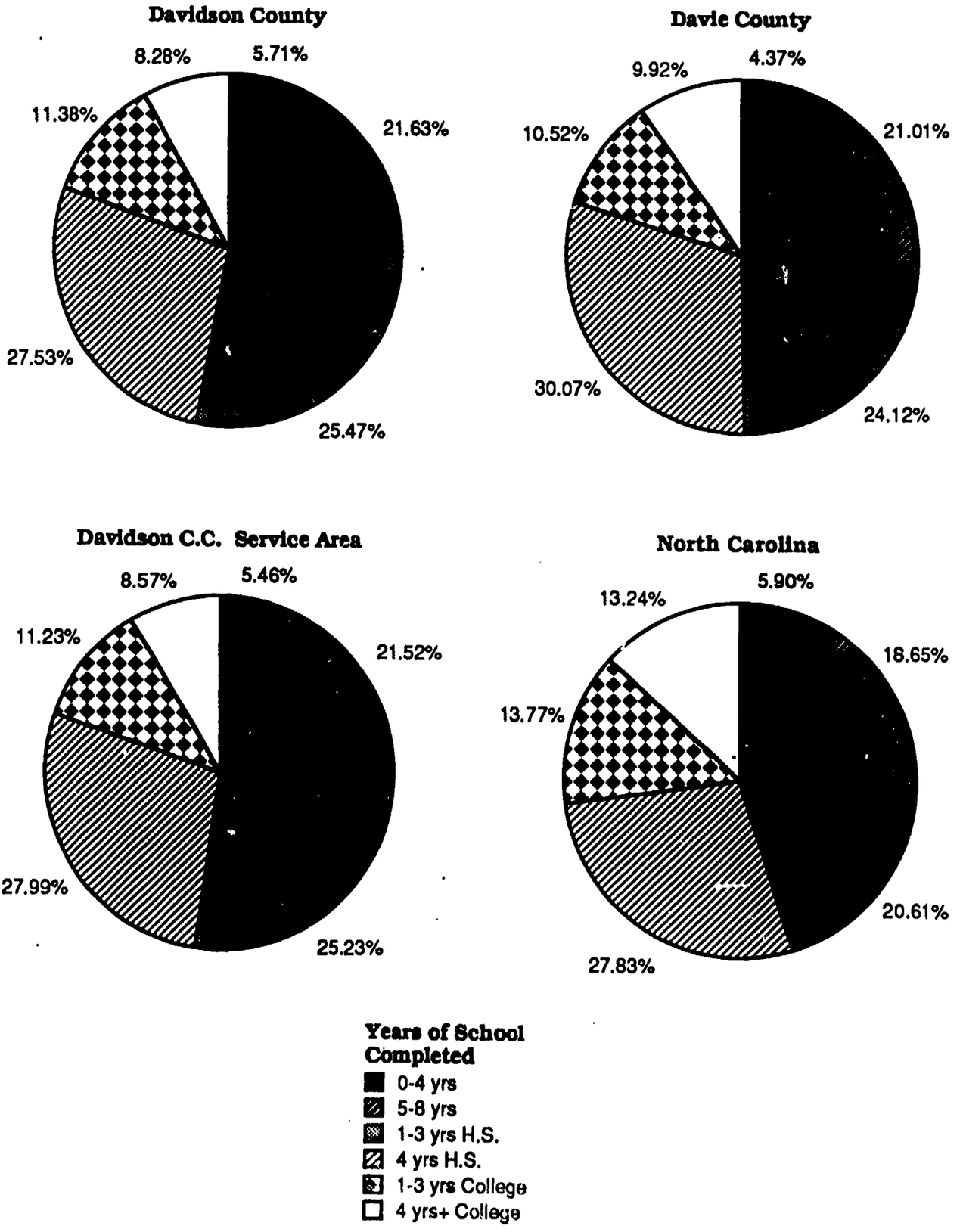


Figure A3.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Davidson County: 1980.

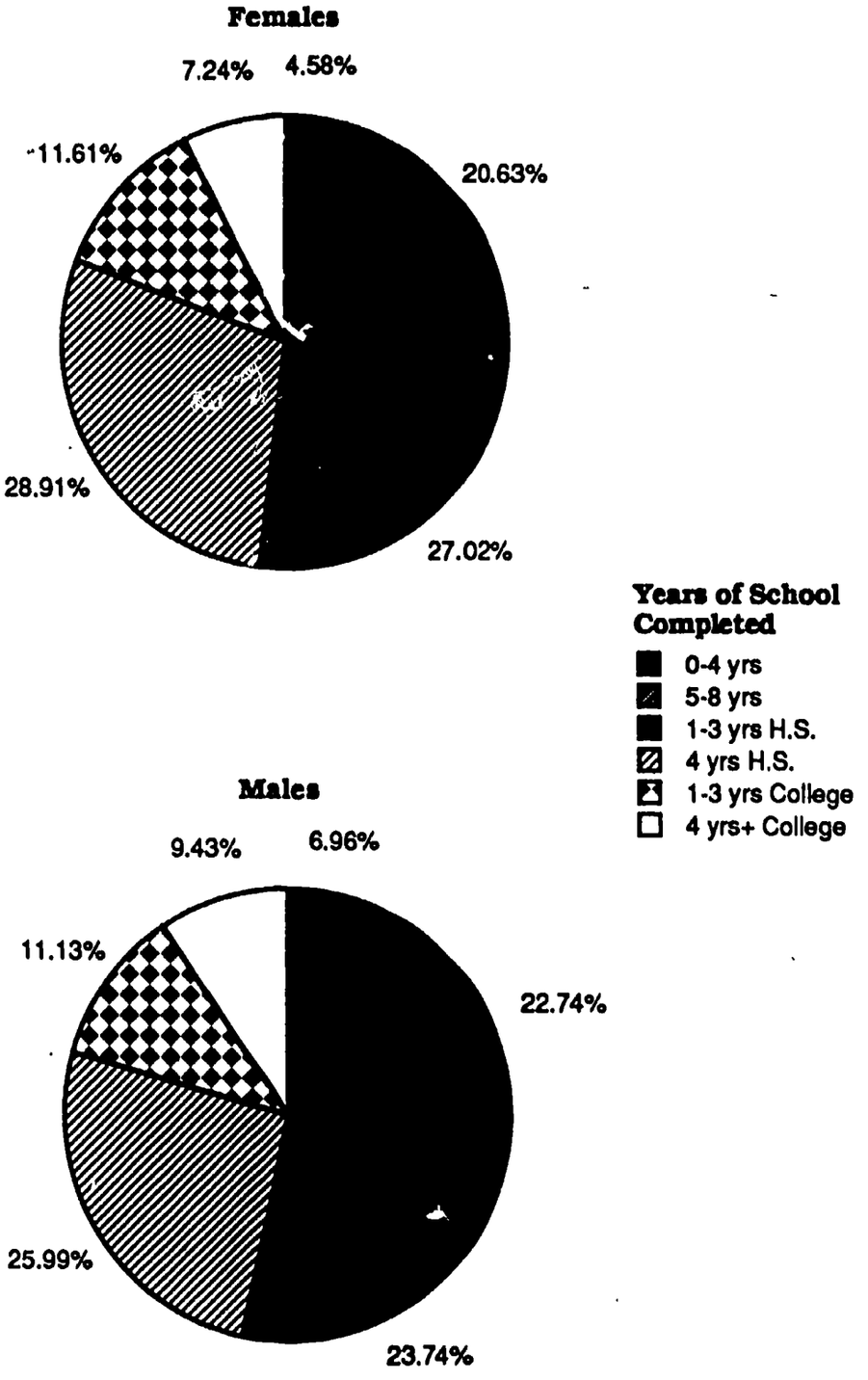


Figure A3.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Davie County: 1980.

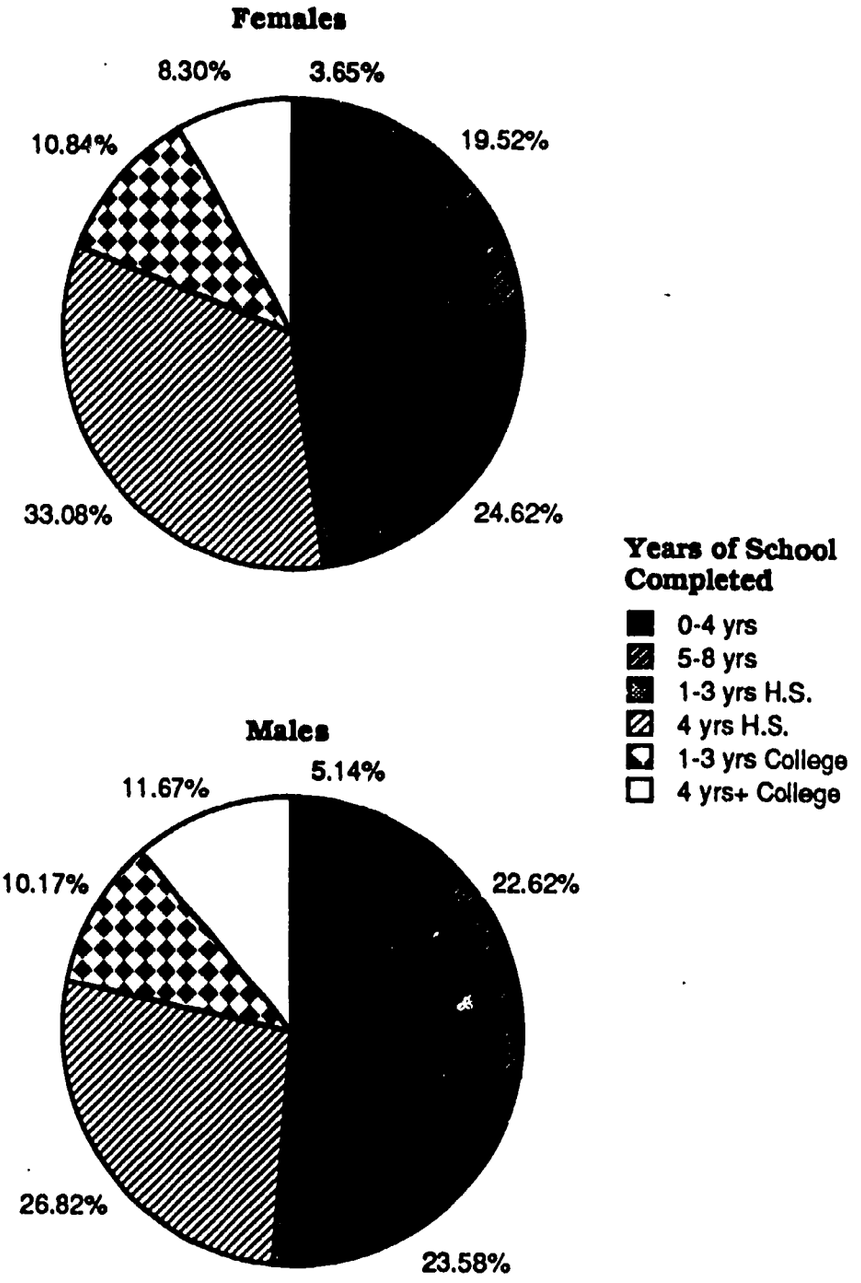


Figure A3.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Davidson County Community College Service Area: 1980.

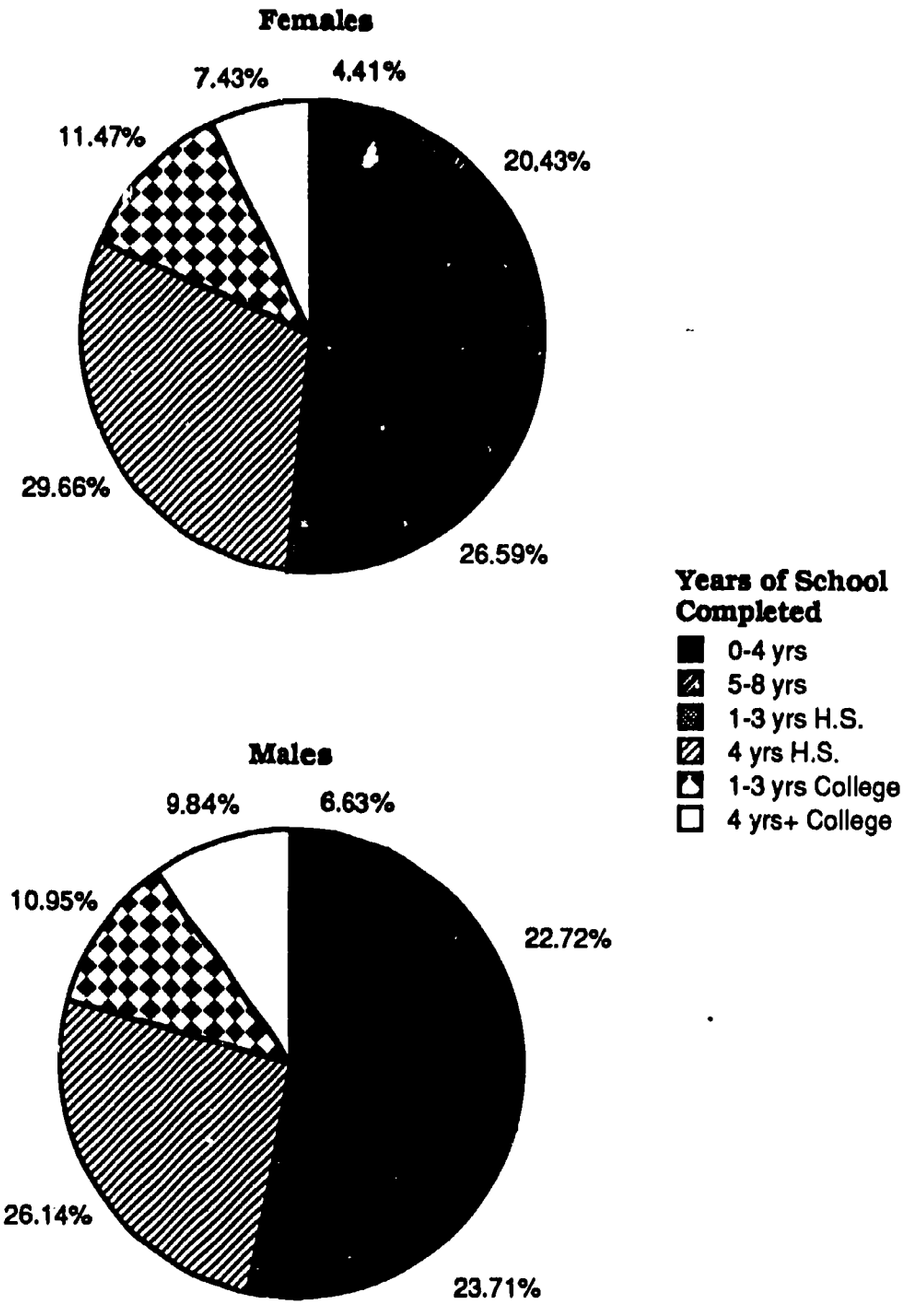
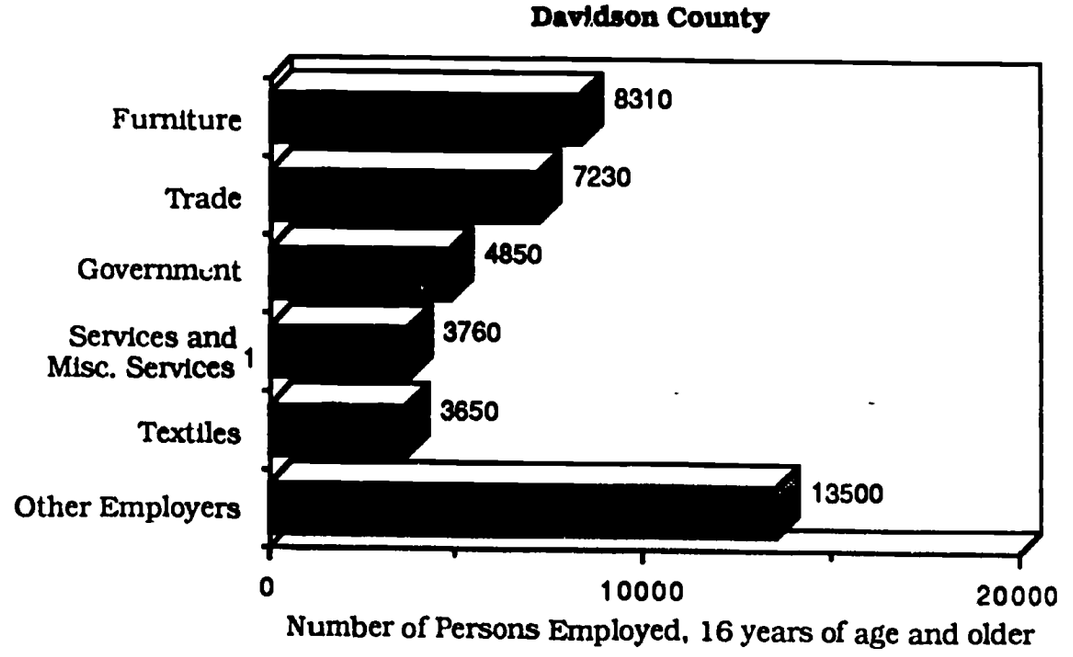
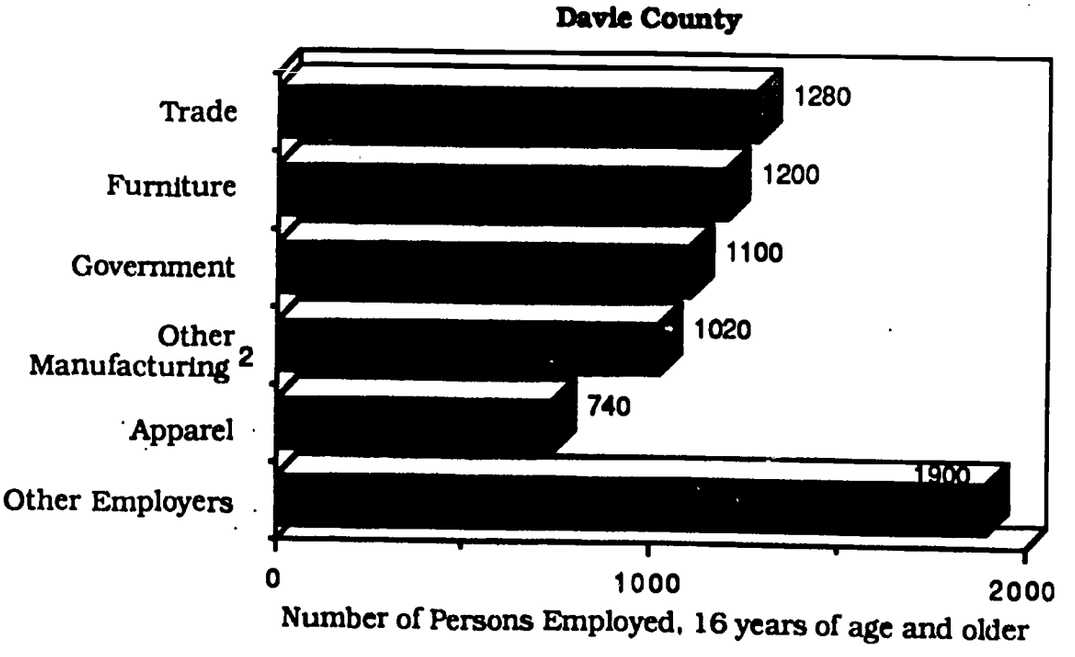


Figure A3.5 Five Largest Employers in Davidson and Davie Counties: 1986.





[1] Includes services except domestic, agricultural and mining

[2] Includes food; textiles; printing; rubber; stone, clay, and glass; fab. metals; nonelectric machinery; transportation equipment; miscellaneous mfg.

Appendix A4: Durham Technical Community College Service Area

Table A4.1 Selected Secondary Data for Durham County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	152,291	--
	LT 16 yrs of age	33,748	22.2
	16-64 yrs of age	102,776	67.5
	GT 64 yrs of age	15,767	10.4
Projected population 1990	Total	174,000	--
	LT 16 yrs of age	34,939	20.1
	16-64 yrs of age	118,107	67.9
	GT 64 yrs of age	20,954	12.0
Projected population 2000	Total	194,833	--
	LT 16 yrs of age	37,900	19.5
	16-64 yrs of age	132,513	68.0
	GT 64 yrs of age	24,420	12.5
Projected population 1990	White	103,443	59.5
	Nonwhite	70,557	40.5
Per capita personal income	1980	$ 8,838	--
	1984	$12,471	--
Persons living below poverty level	1979	20,338	14.0
Persons living below poverty level	1983	20,326	13.4
Families living below poverty level	1979	3,684	9.5
1980 Civilian labor force		88,130	--
Employed civilians		83,750	--
Unemployed civilians/unemployment rate		4,380	5.0
1986 Civilian labor force		95,970	--
Employed civilians		92,450	96.3
Unemployed civilians/unemployment rate		3,520	3.7
High school enrollment	1981-1982	7,713	--
Dropouts/Dropout rate	1981-1982	752	9.8
High school enrollment	1986-1987	8,041	--
Dropouts/Dropout rate	1986-1987	586	7.3
Average expenditures per pupil (including food service)			
	1984-1985	$2,993	--
	1985-1986	$3,308	--
Completed LT high school education 1980			
Population 16-24 yrs of age		3,631	11.9
Population 16 yrs of age and older		34,538	29.0
Population incarcerated 1987		572	--
Capacity of licensed day-care centers 1987		3,329	--
Capacity of registered day-care homes 1987		722	--

Table A4.2 Selected Secondary Data for Orange County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	77,055	--
	LT 16 yrs of age	13,893	18.0
	16-64 yrs of age	57,379	74.5
	GT 64 yrs of age	5,783	7.5
Projected population 1990	Total	89,334	--
	LT 16 yrs of age	15,229	17.1
	16-64 yrs of age	65,795	73.6
	GT 64 yrs of age	8,310	9.3
Projected population 2000	Total	101,589	--
	LT 16 yrs of age	16,273	16.0
	16-64 yrs of age	74,656	73.5
	GT 64 yrs of age	10,660	10.5
Projected population 1990	White	72,869	81.6
	Nonwhite	16,465	18.4
Per capita personal income	1980	$ 8,463	--
	1984	$12,158	--
Persons living below poverty level	1979	10,199	15.1
Persons living below poverty level	1983	10,915	15.2
Families living below poverty level	1979	1,387	8.2
1980 Civilian labor force		44,080	--
Employed civilians		42,240	--
Unemployed civilians/unemployment rate		1,840	4.2
1986 Civilian labor force		48,050	--
Employed civilians		46,770	--
Unemployed civilians/unemployment rate		1,280	2.7
High school enrollment	1981-1982	3,101	--
Dropouts/Dropout rate	1981-1982	160	5.2
High school enrollment	1986-1987	3,524	--
Dropouts/Dropout rate	1986-1987	207	5.9
Average expenditures per pupil (including food service)			
	1984-1985	$2,884	--
	1985-1986	$3,236	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,428	6.1
Population 16 yrs of age and older		11,937	18.9
Population incarcerated 1987		146	--
Capacity of licensed day-care centers 1987		1,805	--
Capacity of registered day-care homes 1987		315	--

Table A4.3 Selected Secondary Data for Durham Technical Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	229,346	--
	LT 16 yrs of age	47,641	20.8
	16-64 yrs of age	160,155	69.8
	GT 64 yrs of age	21,550	9.4
Projected population 1990	Total	263,334	--
	LT 16 yrs of age	50,168	19.1
	16-64 yrs of age	183,902	69.8
	GT 64 yrs of age	29,264	11.1
Projected population 2000	Total	296,422	--
	LT 16 yrs of age	54,173	18.3
	16-64 yrs of age	207,169	69.9
	GT 64 yrs of age	35,080	11.8
Projected population 1990	White	176,312	67.0
	Nonwhite	87,022	33.0
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	30,537	14.4
Persons living below poverty level	1983	31,241	--
Families living below poverty level	1979	5,071	9.6
1980 Civilian labor force		132,210	--
Employed civilians		125,990	--
Unemployed civilians/unemployment rate		6,220	4.7
1986 Civilian labor force		144,020	--
Employed civilians		139,220	--
Unemployed civilians/unemployment rate		4,800	3.3
High school enrollment	1981-1982	10,814	--
Dropouts/Dropout rate	1981-1982	912	8.4
High school enrollment	1986-1987	11,565	--
Dropouts/Dropout rate	1986-1987	793	6.9
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		5,059	9.4
Population 16 yrs of age and older		46,475	25.5
Population incarcerated 1987		718	--
Capacity of licensed day-care centers 1987		5,134	--
Capacity of registered day-care homes 1987		1,037	--

Figure A4.1 Percent Population 25 Years and Older by Years of School Completed, Durham Technical Community College Service Area and North Carolina: 1980.

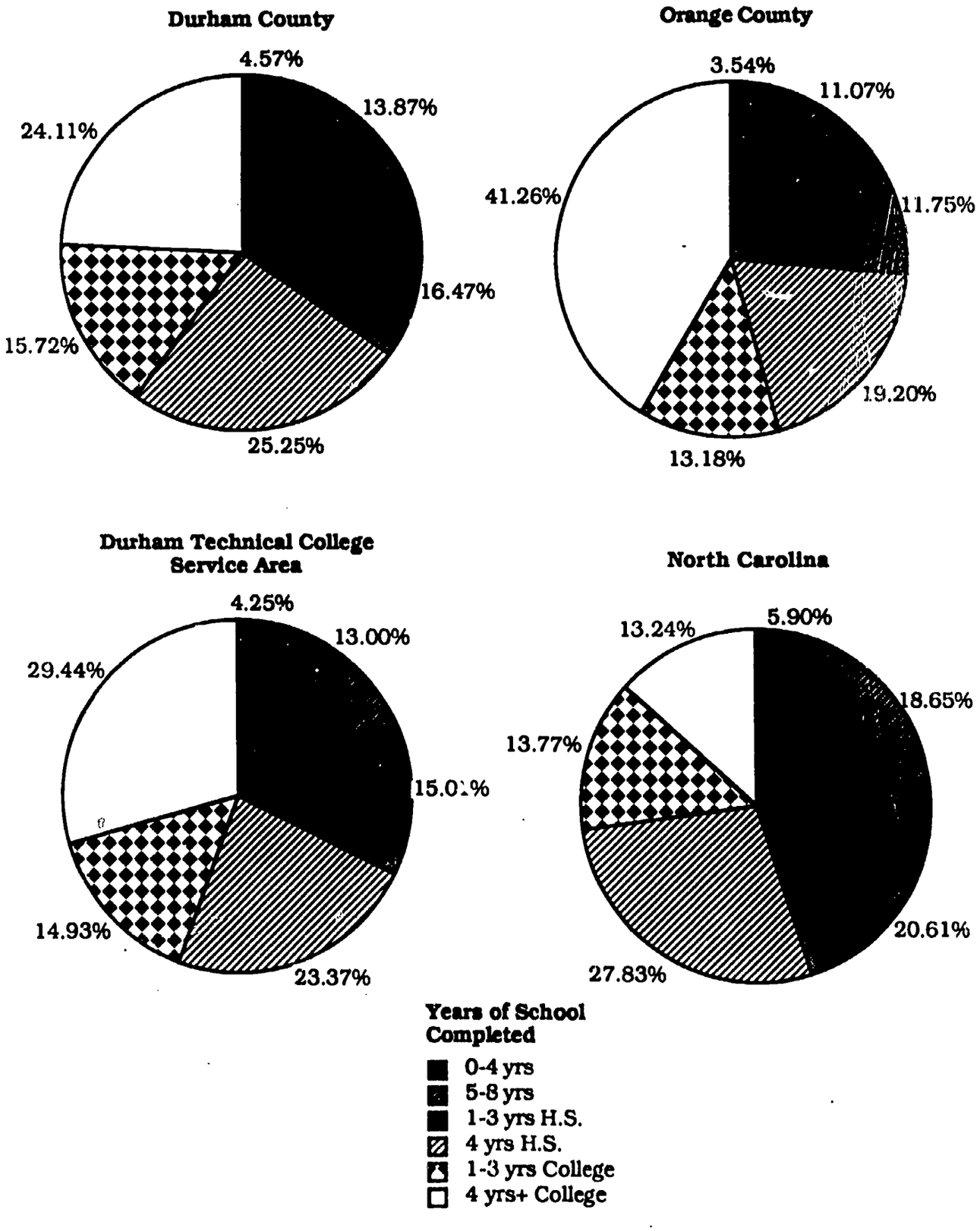


Figure A4.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Durham County: 1980.

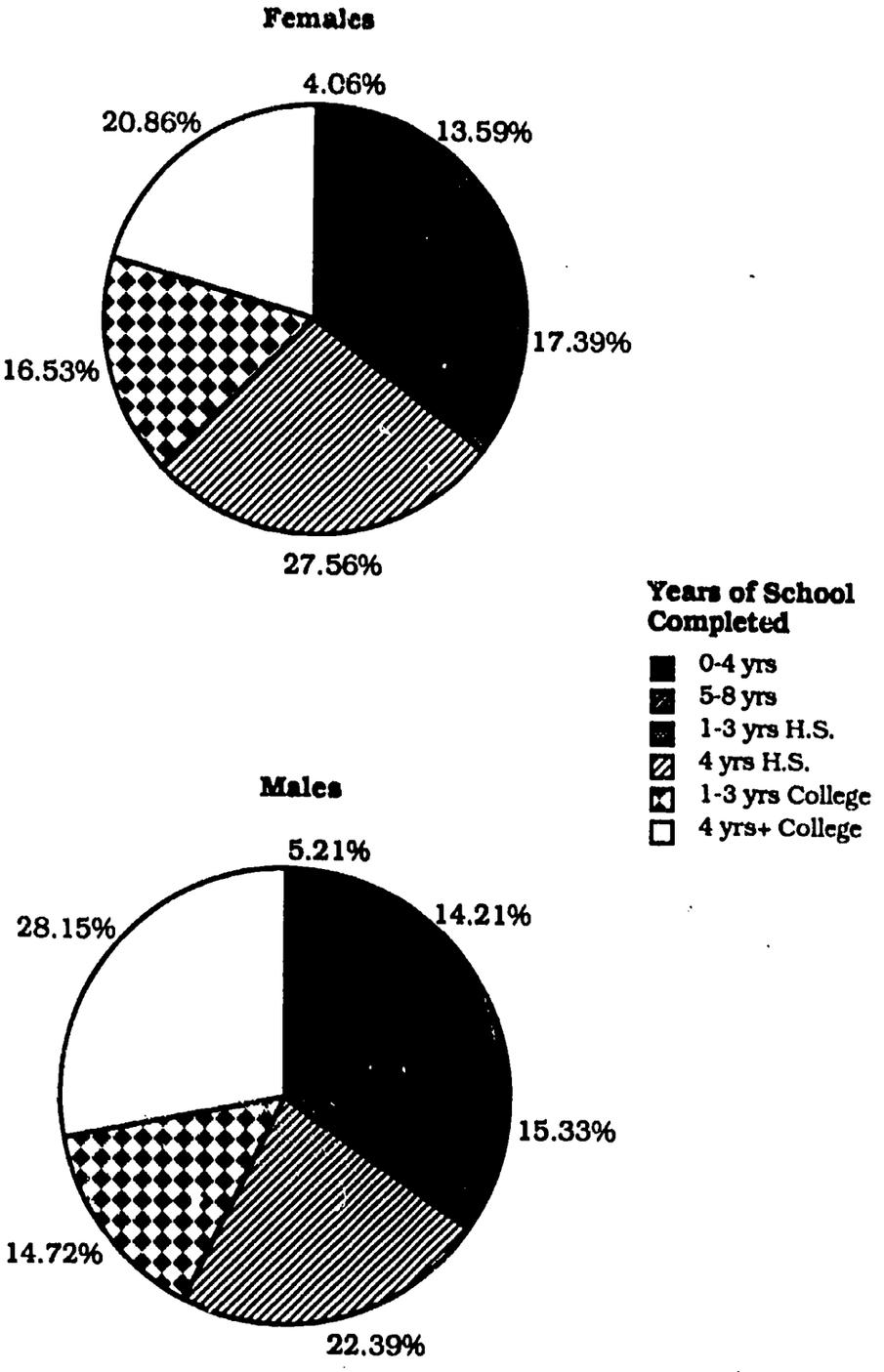


Figure A4.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Orange County: 1980.

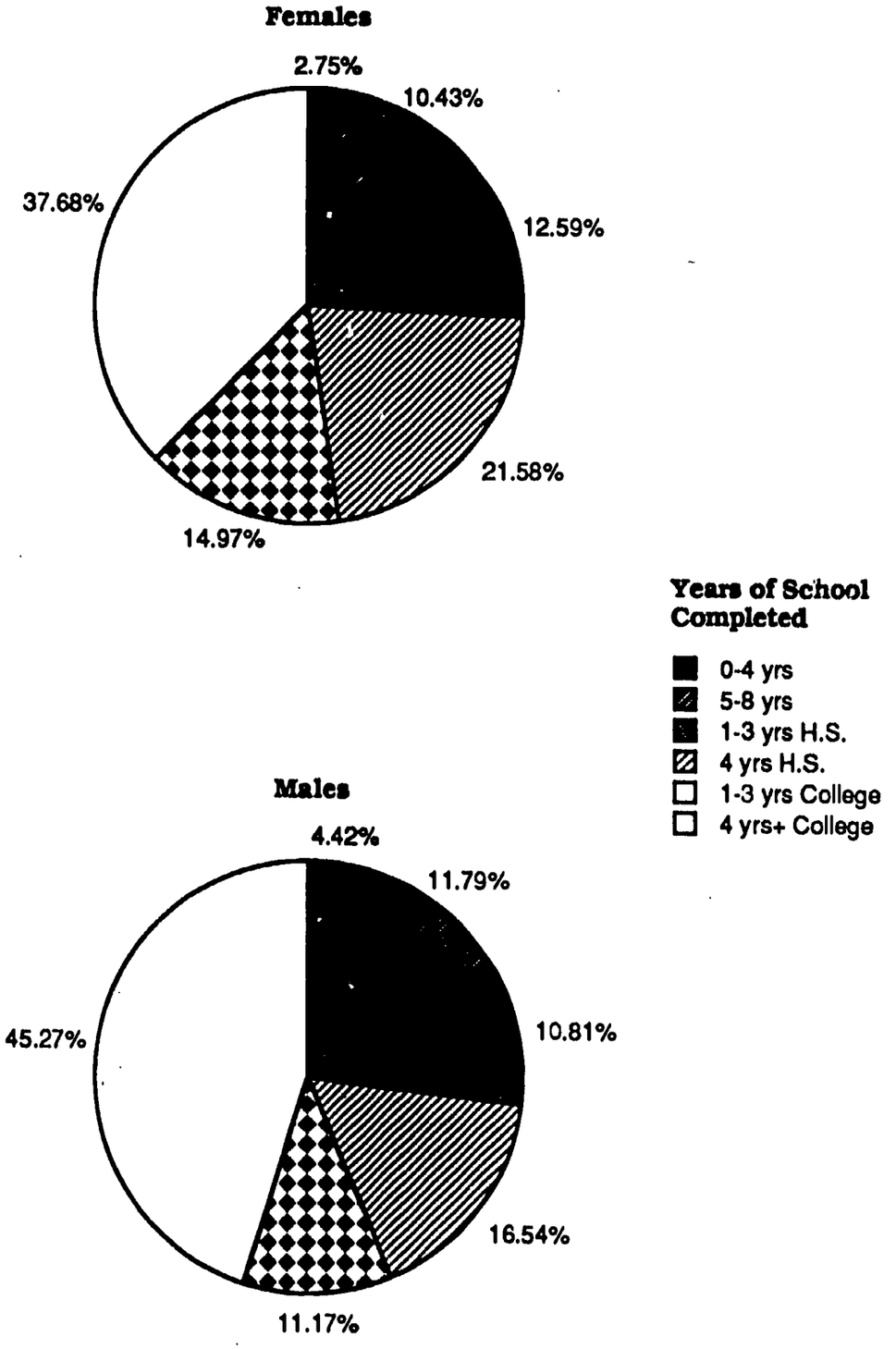


Figure A4.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Durham Technical College Service Area: 1980.

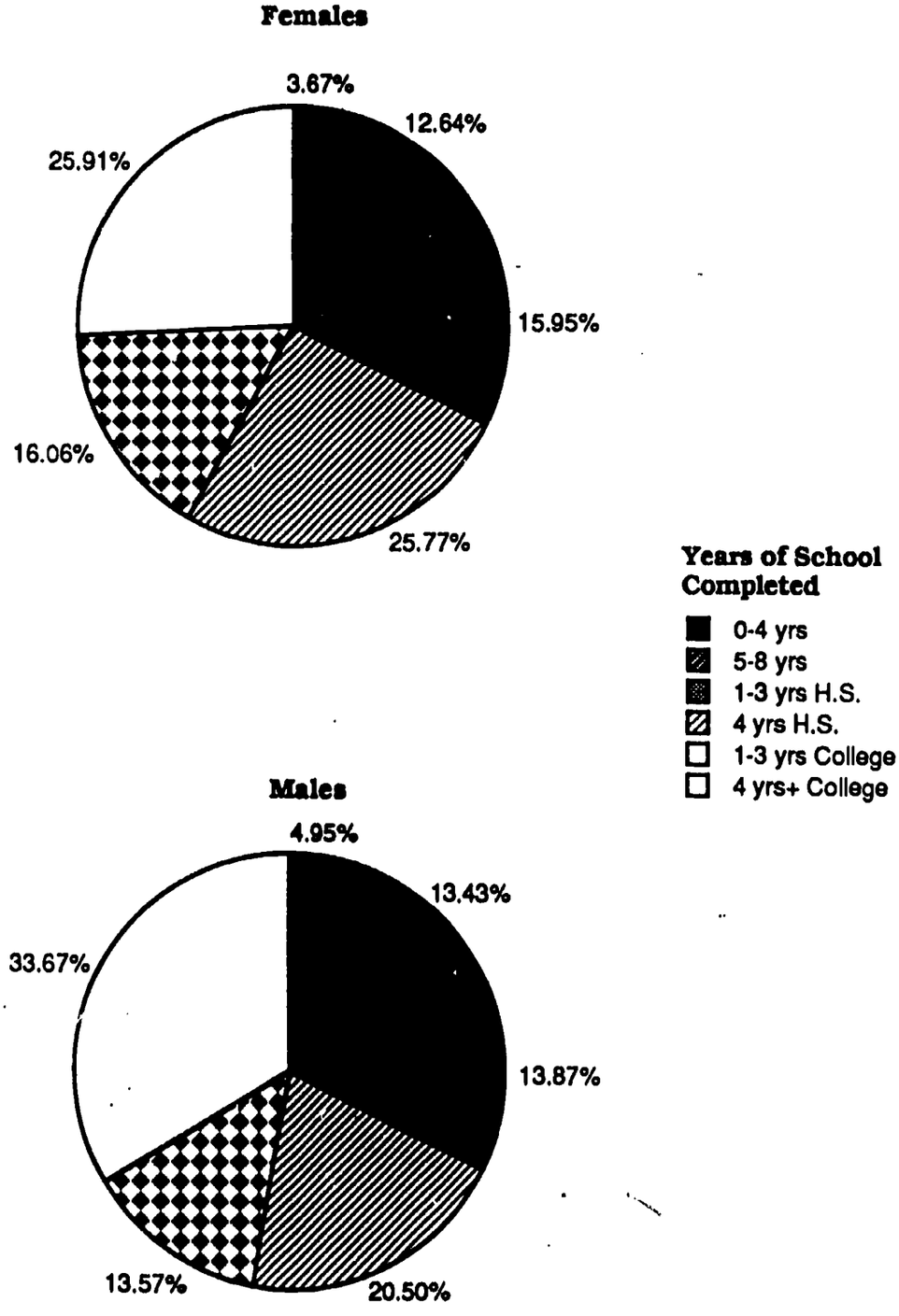


Figure A4.5 Percent Population 65 Years and Older by Years of School Completed, Durham County: 1980.

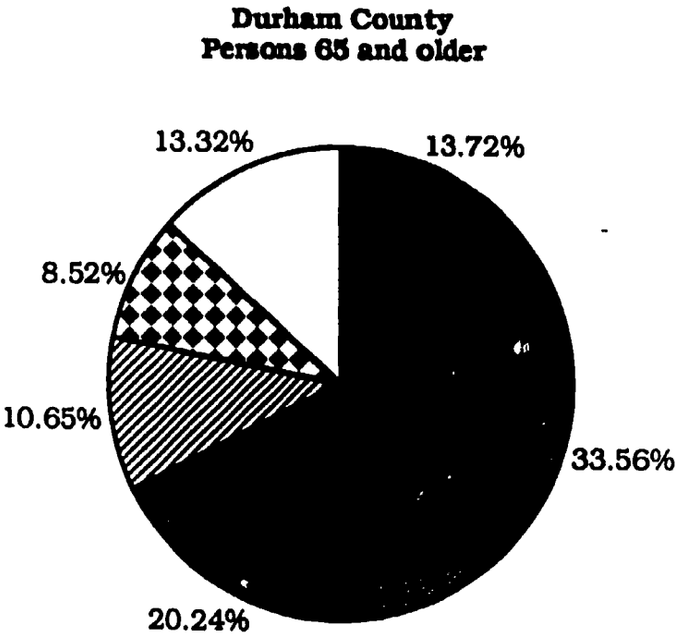


Figure A4.6 Employment Status by Years of School Completed, Durham County: 1980.

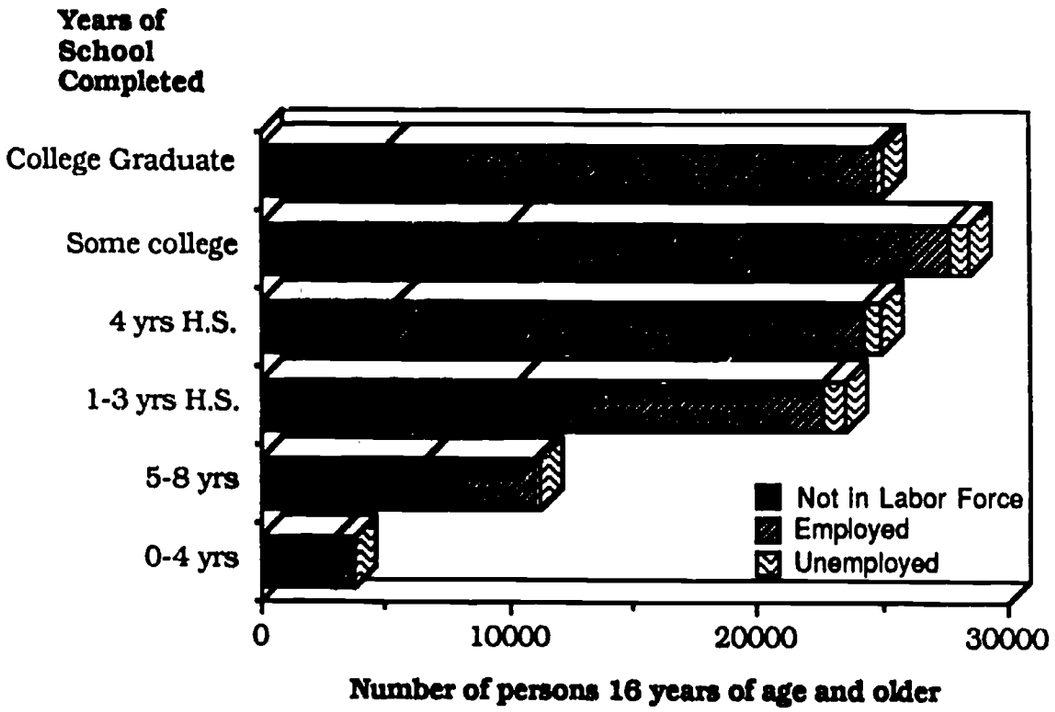
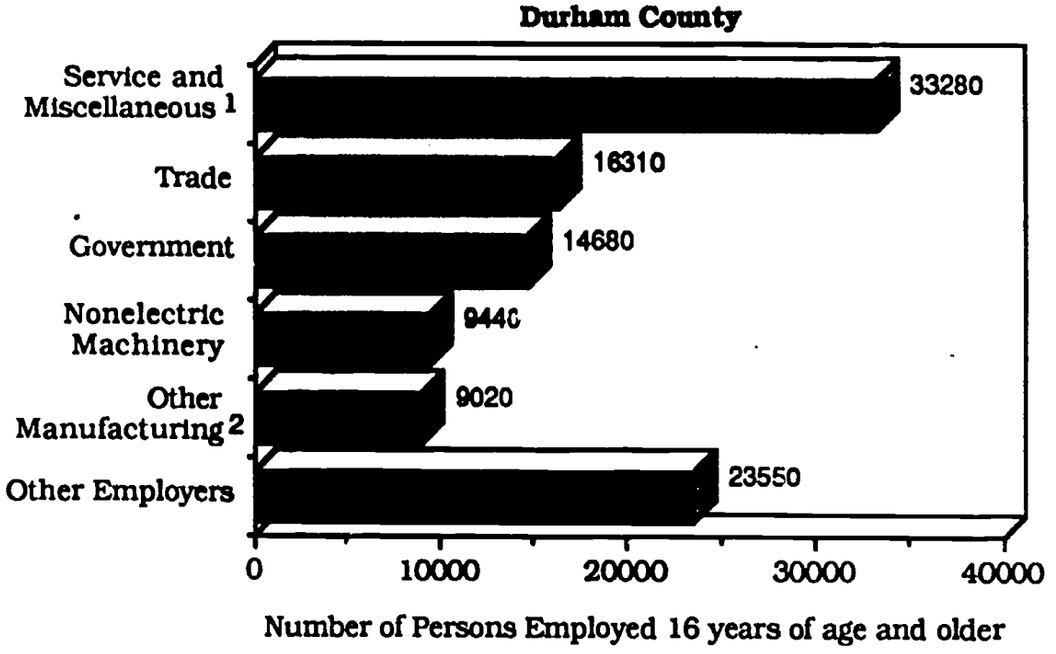


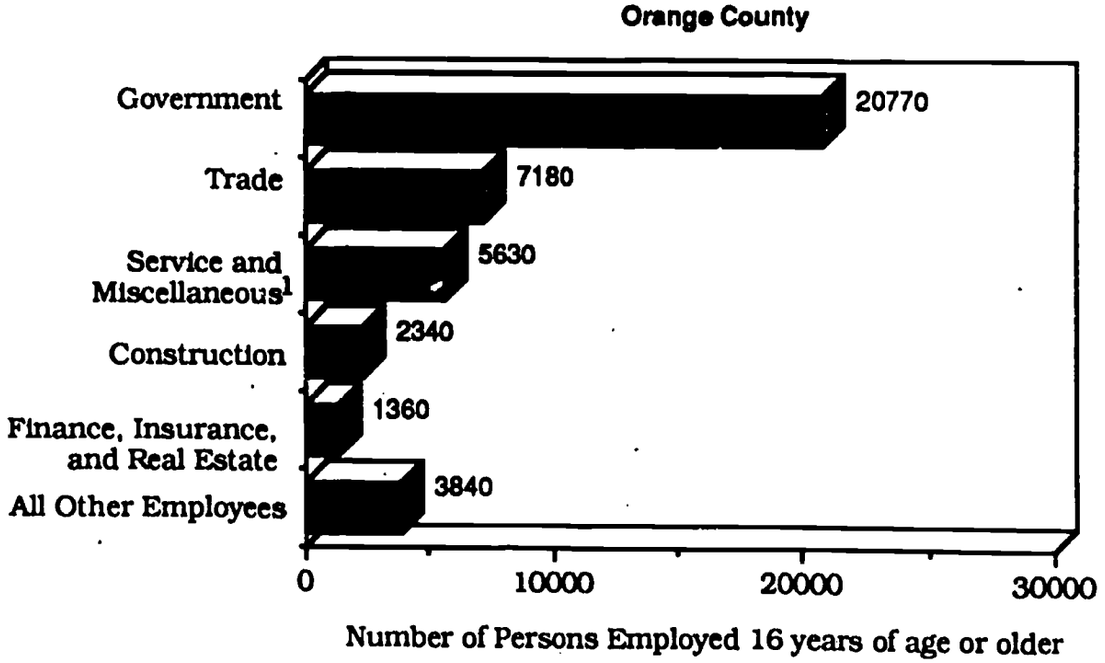
Figure A4.7 Poverty Status of Persons* by Years of School Completed, Durham County: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years

Figure A4.8 Five Largest Employers in Durham and Orange Counties: 1986.





[1] Includes services, except domestic; agricultural services; forestry; and mining.

[2] Includes tobacco, textiles, apparel, furniture, paper, chemicals, rubber, prim. metals, transportation equipment, and misc. mfg.

Appendix A5: Gaston College Service Area

Table A5.1 Selected Secondary Data for Gaston County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	162,568	--
	LT 16 yrs of age	42,010	25.8
	16-64 yrs of age	104,101	64.0
	GT 64 yrs of age	16,457	10.1
Projected population 1990	Total	177,314	--
	LT 16 yrs of age	38,571	21.8
	16-64 yrs of age	116,531	65.7
	GT 64 yrs of age	22,212	12.5
Projected population 2000	Total	190,384	--
	LT 16 yrs of age	40,371	21.2
	16-64 yrs of age	123,365	64.8
	GT 64 yrs of age	26,648	14.0
Projected population 1990	White	154,537	87.2
	Nonwhite	22,777	12.8
Per capita personal income	1980	$ 7,868	--
	1984	$10,925	--
Persons living below poverty level	1979	16,820	10.5
Persons living below poverty level	1983	22,095	13.4
Families living below poverty level	1979	3,734	8.2
1980 Civilian labor force		93,500	--
Employed civilians		88,120	--
Unemployed civilians/unemployment rate		5,380	5.8
1986 Civilian labor force		96,230	--
Employed civilians		91,430	--
Unemployed civilians/unemployment rate		4,800	5.0
High school enrollmen'	1981-1982	9,200	--
Dropouts/Dropout rate	1981-1982	754	8.2
High school enrollment	1986-1987	10,155	--
Dropouts/Dropout rate	1986-1987	785	7.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,241	--
	1985-1986	$2,595	--
Completed LT high school education 1980			
Population 16-24 yrs of age		8,286	33.2
Population 16 yrs of age and older		59,793	49.6
Population incarcerated 1987		307	--
Capacity of licensed day-care centers 1987		3,619	--
Capacity of registered day-care homes 1987		184	--

Table A5.2 Selected Secondary Data for Lincoln County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	42,372	--
	LT 16 yrs of age	10,918	25.8
	16-64 yrs of age	27,364	64.6
	GT 64 yrs of age	4,090	9.7
Projected population 1990	Total	48,623	--
	LT 16 yrs of age	10,866	22.3
	16-64 yrs of age	32,289	66.4
	GT 64 yrs of age	5,468	11.2
Projected population 2000	Total	54,837	--
	LT 16 yrs of age	11,870	21.6
	16-64 yrs of age	36,251	66.1
	GT 64 yrs of age	6,716	12.2
Projected population 1990	White	44,576	91.7
	Nonwhite	4,047	8.3
Per capita personal income	1980	$ 7,627	--
	1984	$10,687	--
Persons living below poverty level	1979	4,057	9.7
Persons living below poverty level	1983	5,396	12.0
Families living below poverty level	1979	882	7.3
1980 Civilian labor force		19,790	--
Employed civilians		18,050	--
Unemployed civilians/unemployment rate		1,740	8.8
1986 Civilian labor force		25,150	--
Employed civilians		23,780	--
Unemployed civilians/unemployment rate		1,370	5.4
High school enrollment	1981-1982	2,610	--
Dropouts/Dropout rate	1981-1982	165	6.3
High school enrollment	1986-1987	2,939	--
Dropouts/Dropout rate	1986-1987	256	8.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,341	--
	1985-1986	$2,677	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,680	26.4
Population 16 yrs of age and older		15,016	47.7
Population incarcerated 1987		77	--
Capacity of licensed day-care centers 1987		837	--
Capacity of registered day-care homes 1987		30	--

Table A5.3 Selected Secondary Data for Gaston College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	204,940	--
	LT 16 yrs of age	52,928	25.8
	16-64 yrs of age	131,465	64.1
	GT 64 yrs of age	20,547	10.0
Projected population 1990	Total	225,937	--
	LT 16 yrs of age	49,437	21.9
	16-64 yrs of age	148,820	65.9
	GT 64 yrs of age	27,680	12.2
Projected population 2000	Total	245,221	--
	LT 16 yrs of age	52,241	21.3
	16-64 yrs of age	159,616	65.1
	GT 64 yrs of age	33,364	13.6
Projected population 1990	White	199,113	88.1
	Nonwhite	26,824	11.9
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	20,877	10.3
Persons living below poverty level	1983	27,491	--
Families living below poverty level	1979	4,616	8.0
1980 Civilian labor force		113,290	--
Employed civilians		106,170	--
Unemployed civilians/unemployment rate		7,120	6.3
1986 Civilian labor force		121,380	--
Employed civilians		115,210	--
Unemployed civilians/unemployment rate		6,170	5.1
High school enrollment	1981-1982	11,810	--
Dropouts/Dropout rate	1981-1982	919	7.8
High school enrollment	1986-1987	13,094	--
Dropouts/Dropout rate	1986-1987	1,041	8.0
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		9,966	31.8
Population 16 yrs of age and older		74,809	49.2
Population incarcerated 1987		384	--
Capacity of licensed day-care centers 1987		4,456	--
Capacity of registered day-care homes 1987		214	--

Figure A5.1 Percent Population 25 Years and Older by Years of School Completed, Gaston College Service Area and North Carolina: 1980.

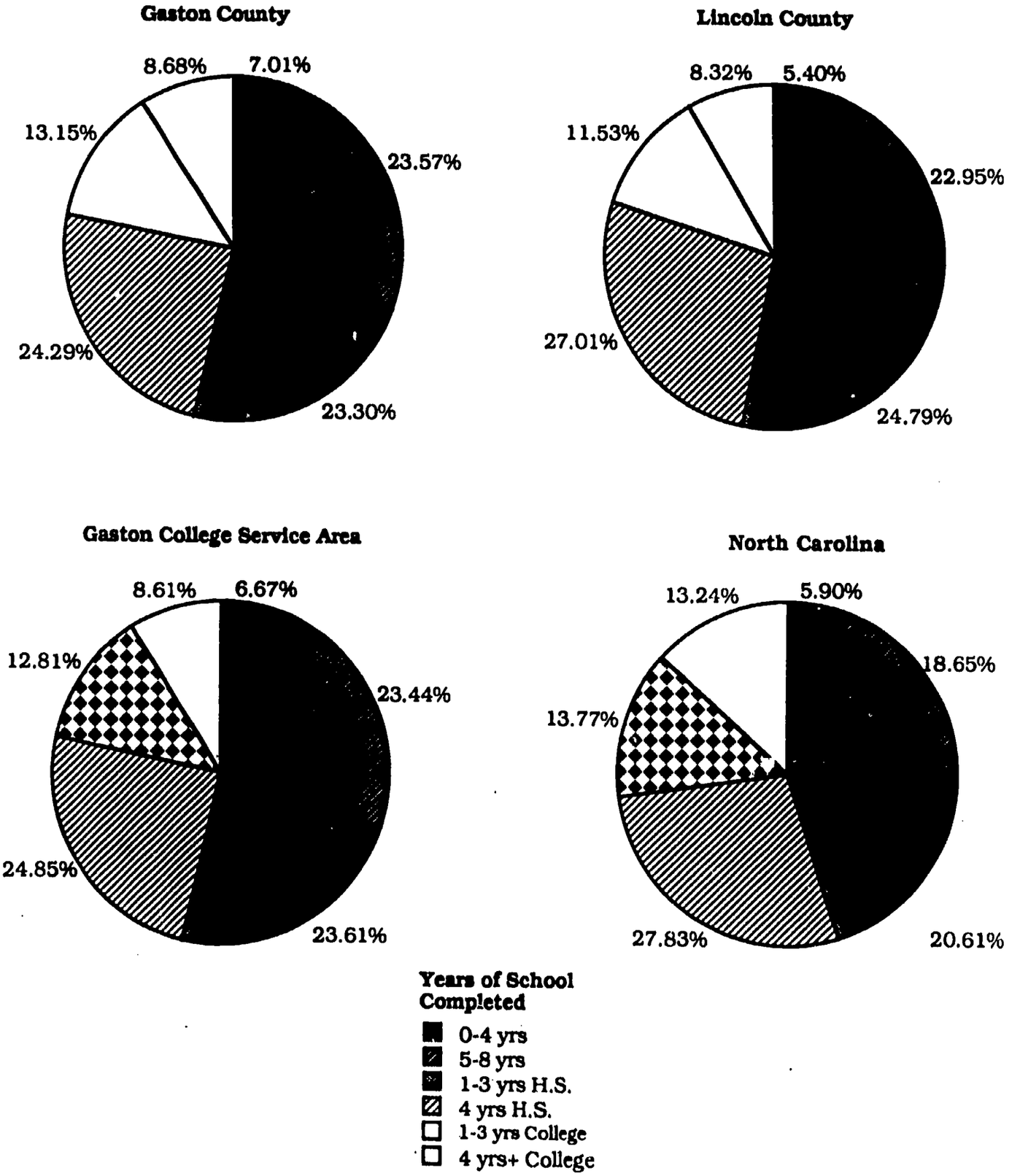


Figure A5.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Gaston County: 1980.

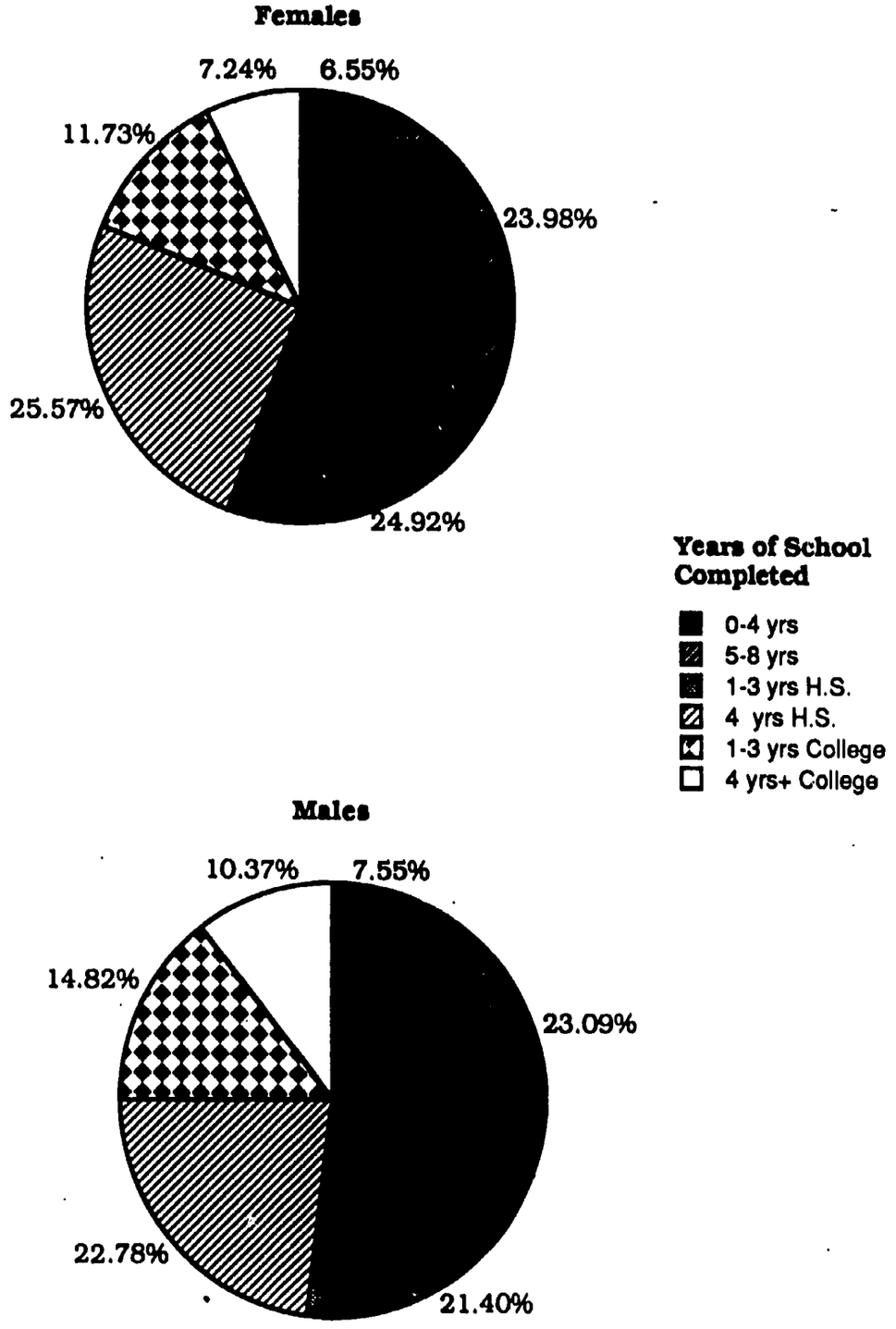


Figure A5.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Lincoln County: 1980.

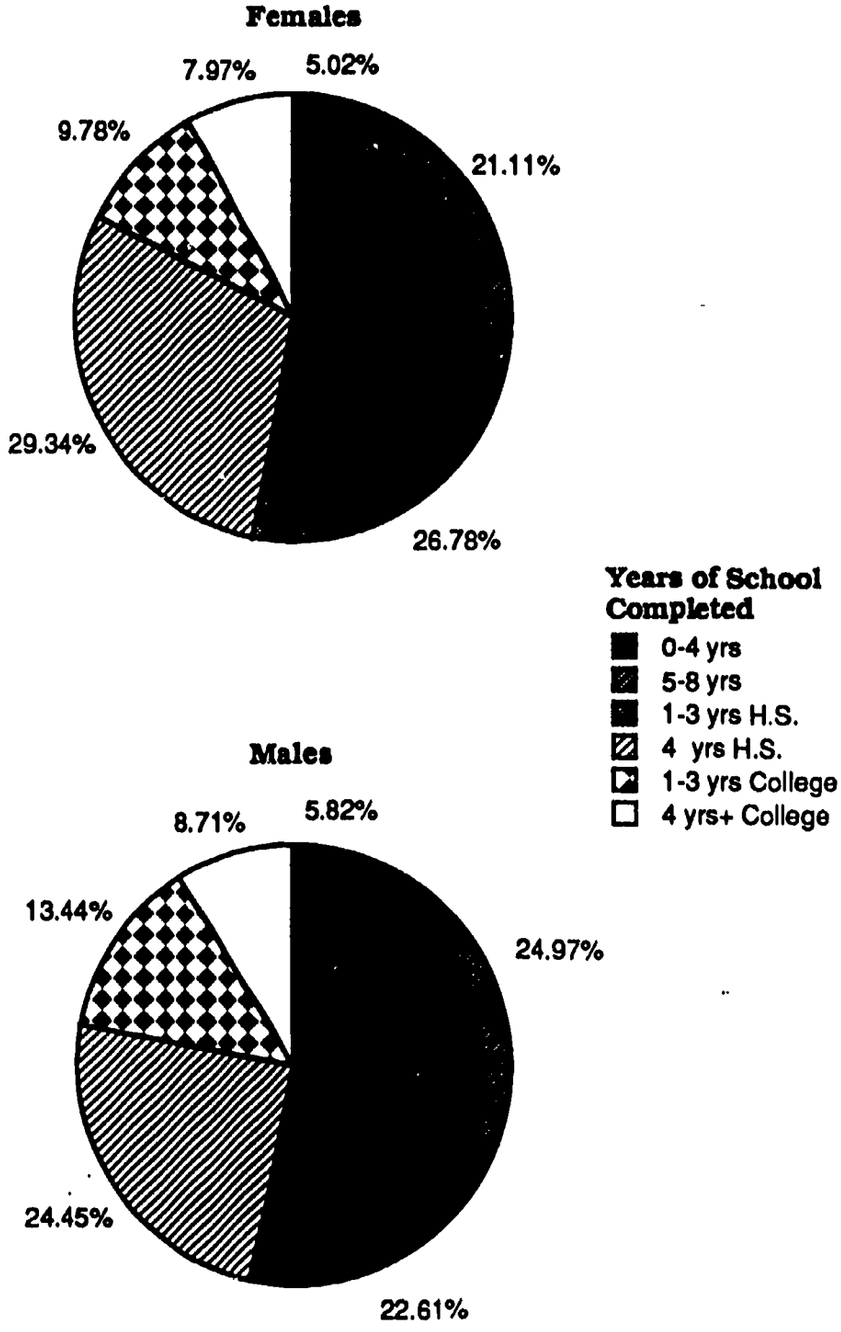
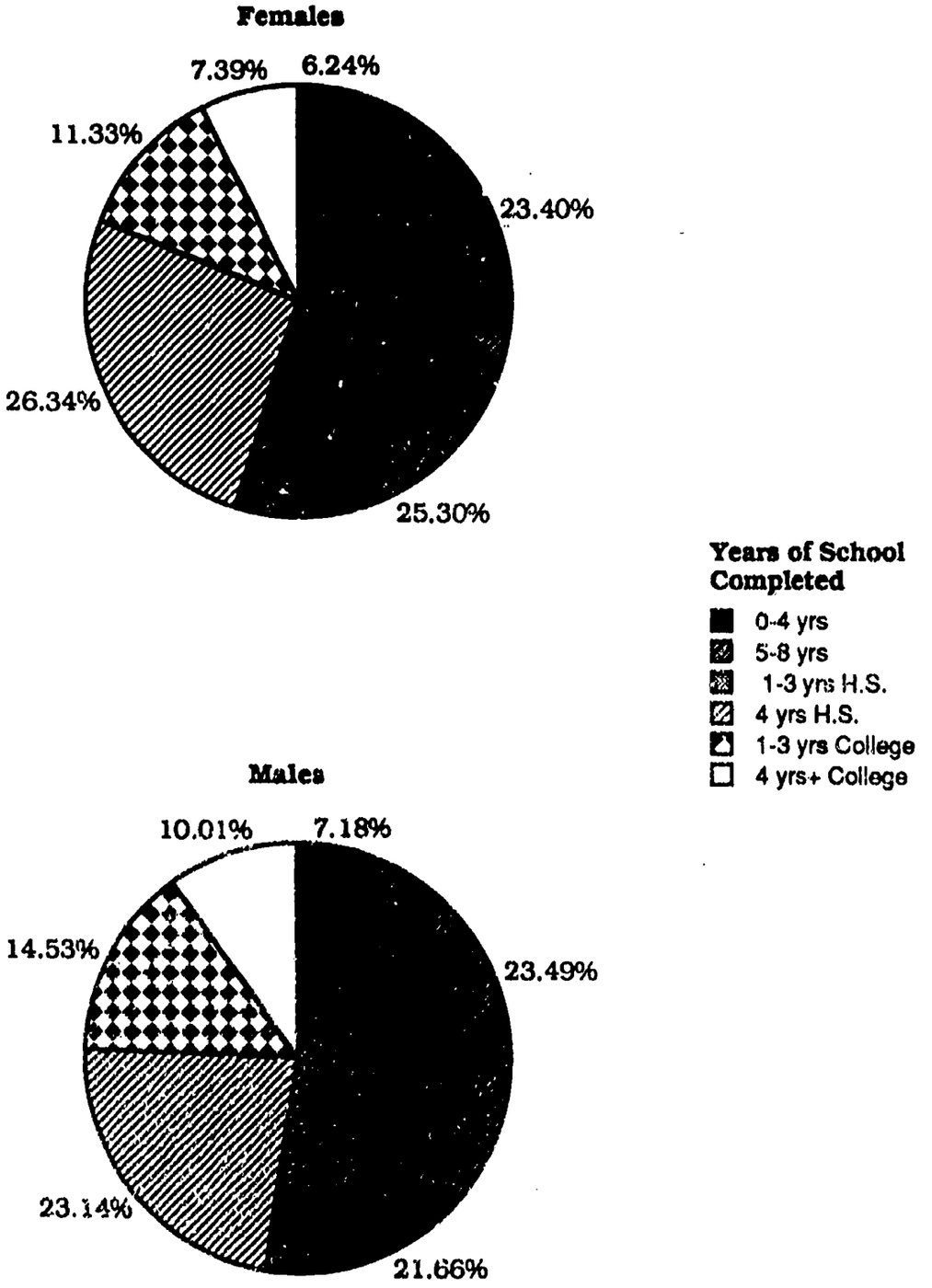


Figure A5.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Gaston College Service Area*: 1980.



*service area includes Gaston and Lincoln counties

Figure A5.5 Percent Population 65 Years and Older by Years of School Completed, Gaston County: 1980.

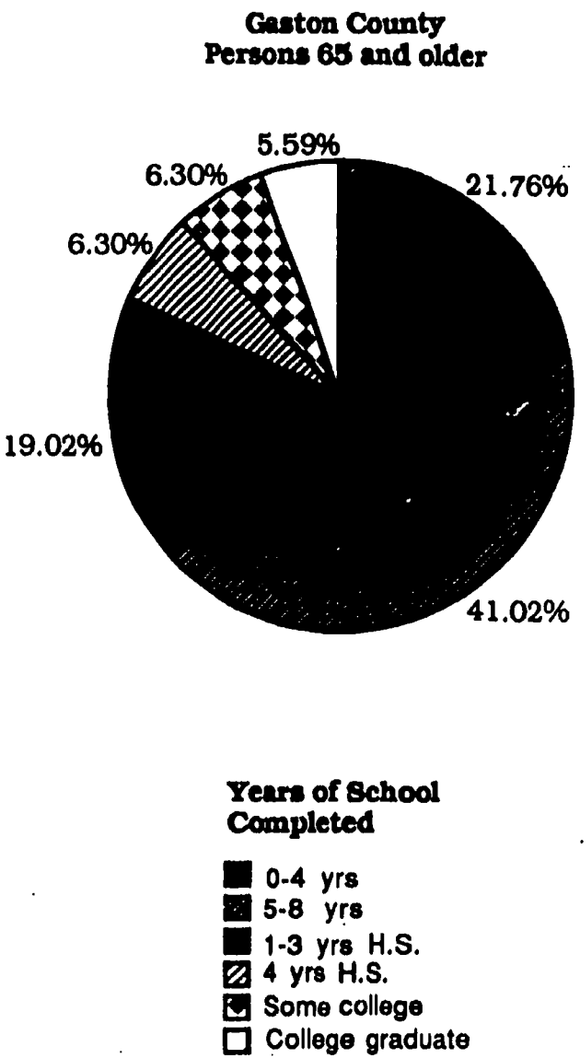
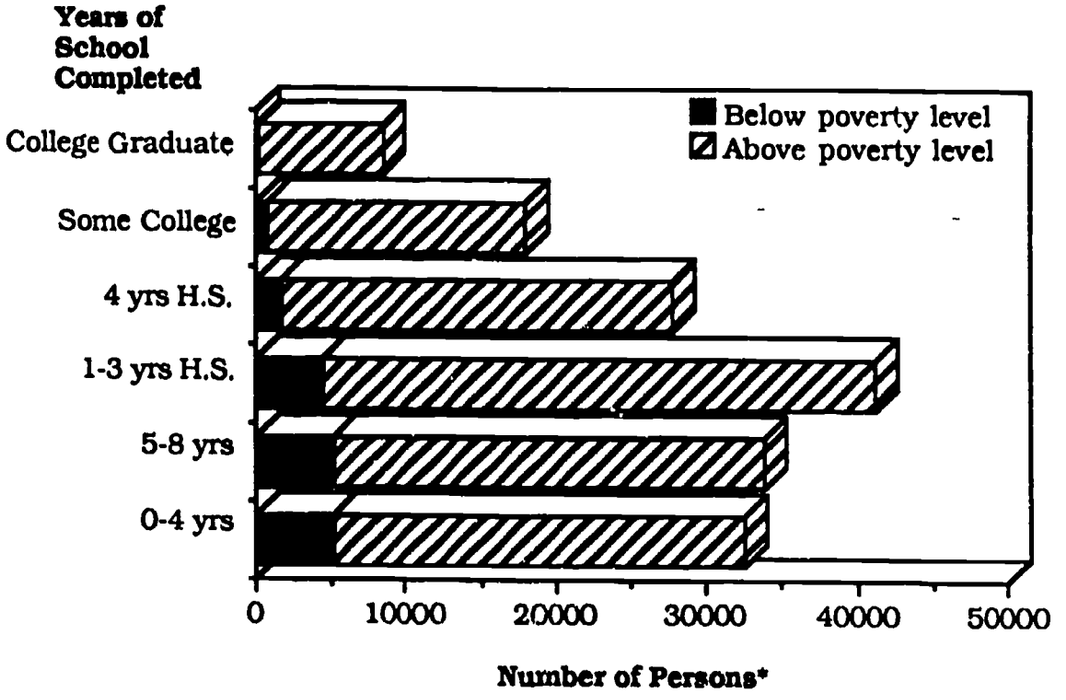


Figure A5.6 Employment Status by Years of School Completed, Gaston County: 1980.

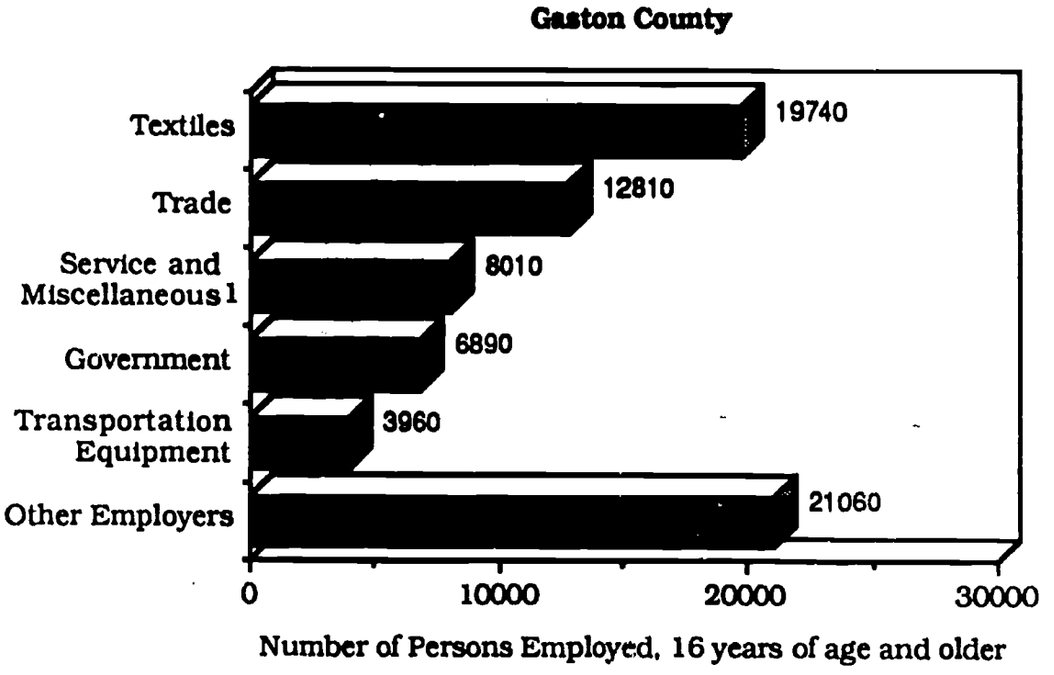


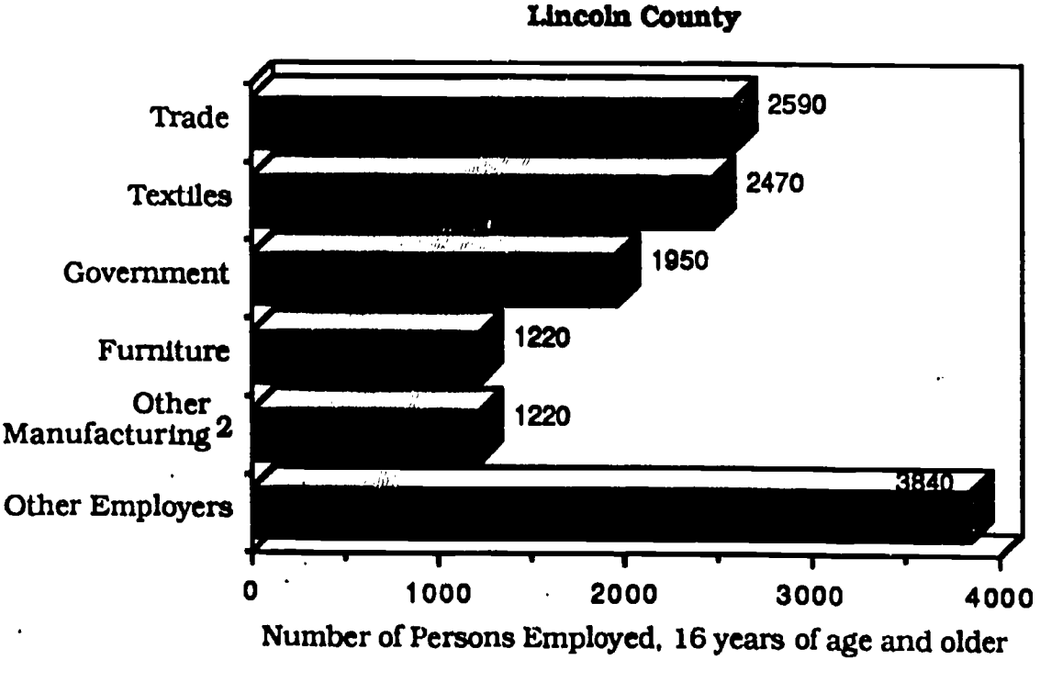
Figure A5.7 Poverty Status of Persons* by Years of School Completed, Gaston County: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years

Figure A5.8 Five Largest Employers in Gaston and Lincoln Counties: 1986.





[1]includes services, except domestic;agricultural services; forestry; and mining.

[2]includes food; paper; printing; chemicals; stone, clay and glass: prim. metals; elec. machinery; trans. equipment; and misc. mfg.

Appendix A6: Martin Community College Service Area

Table A6.1 Selected Secondary Data for Bertie County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	21,024	--
	LT 16 yrs of age	5,695	25.1
	16-64 yrs of age	12,630	60.1
	GT 64 yrs of age	2,699	12.8
Projected population 1990	Total	21,384	--
	LT 16 yrs of age	5,145	24.1
	16-64 yrs of age	13,025	60.9
	GT 64 yrs of age	3,214	15.0
Projected population 2000	Total	21,564	--
	LT 16 yrs of age	4,748	22.0
	16-64 yrs of age	13,361	62.0
	GT 64 yrs of age	3,455	16.0
Projected population 1990	White	8,341	39.0
	Nonwhite	13,043	61.0
Per capita personal income	1980	$5,786	--
	1984	$8,405	--
Persons living below poverty level	1979	6,188	29.4
Persons living below poverty level	1983	7,077	32.8
Families living below poverty level	1979	1,248	22.9
1980 Civilian labor force		9,220	--
Employed civilians		8,490	--
Unemployed civilians/unemployment rate		730	7.9
1986 Civilian labor force		9,620	--
Employed civilians		9,020	--
Unemployed civilians/unemployment rate		600	6.2
High school enrollment	1981-1982	1,477	--
Dropouts/Dropout rate	1981-1982	129	8.7
High school enrollment	1986-1987	1,244	--
Dropouts/Dropout rate	1986-1987	65	5.2
Average expenditures per pupil (including food service)			
	1984-1985	$2,516	--
	1985-1986	$2,777	--
Completed LT high school education 1980			
Popuiation 16-24 yrs of age		862	24.8
Population 16 yrs of age and older		8,218	53.6
Population incarcerated 1987		86	--
Capacity of licensed day-care centers 1987		200	--
Capacity of registered day-care homes 1987		6	--

Table A6.2 Selected Secondary Data for Martin County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	25,948	--
	LT 16 yrs of age	6,868	26.5
	16-64 yrs of age	16,098	62.1
	GT 64 yrs of age	2,982	11.5
Projected population 1990	Total	27,183	--
	LT 16 yrs of age	6,151	22.6
	16-64 yrs of age	17,082	62.8
	GT 64 yrs of age	3,950	14.5
Projected population 2000	Total	27,958	--
	LT 16 yrs of age	5,907	21.1
	16-64 yrs of age	17,702	63.3
	GT 64 yrs of age	4,349	15.6
Projected population 1990	White	15,299	56.3
	Nonwhite	11,884	43.7
Per capita personal income	1980	$6,881	--
	1984	$9,188	--
Persons living below poverty level	1979	6,183	24.1
Persons living below poverty level	1983	7,605	28.7
Families living below poverty level	1979	1,309	19.3
1980 Civilian labor force		12,250	--
Employed civilians		11,320	--
Unemployed civilians/unemployment rate		930	7.6
1986 Civilian labor force		11,460	--
Employed civilians		10,620	--
Unemployed civilians/unemployment rate		840	7.3
High school enrollment	1981-1982	1,769	--
Dropouts/Dropout rate	1981-1982	106	6.0
High school enrollment	1986-1987	1,622	--
Dropouts/Dropout rate	1986-1987	103	6.4
Average expenditures per pupil (including food service)			
	1984-1985	$2,847	--
	1985-1986	$3,196	--
Completed LT high school education 1980			
Population 16-24 yrs of age		703	17.4
Population 16 yrs of age and older		9,003	47.2
Population incarcerated 1987		88	--
Capacity of licensed day-care centers 1987		341	--
Capacity of registered day-care homes 1987		136	--

Table A6.3 Selected Secondary Data for Washington County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	14,801	--
	LT 16 yrs of age	4,185	28.3
	16-64 yrs of age	9,087	61.4
	GT 64 yrs of age	1,529	10.3
Projected population 1990	Total	14,385	--
	LT 16 yrs of age	3,495	24.3
	16-64 yrs of age	9,095	63.2
	GT 64 yrs of age	1,795	12.5
Projected population 2000	Total	13,794	--
	LT 16 yrs of age	3,127	22.7
	16-64 yrs of age	8,812	63.9
	GT 64 yrs of age	1,855	13.4
Projected population 1990	White	8,006	55.7
	Nonwhite	6,379	44.3
Per capita personal income	1980	$7,071	--
	1984	$9,929	--
Persons living below poverty level	1979	3,167	21.7
Persons living below poverty level	1983	3,784	25.0
Families living below poverty level	1979	706	18.1
1980 Civilian labor force		6,920	--
Employed civilians		6,460	--
Unemployed civilians/unemployment rate		460	6.6
1986 Civilian labor force		5,490	--
Employed civilians		5,140	--
Unemployed civilians/unemployment rate		350	6.4
High school enrollment	1981-1982	1,064	--
Dropouts/Dropout rate	1981-1982	56	5.3
High school enrollment	1986-1987	902	--
Dropouts/Dropout rate	1986-1987	42	4.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,564	--
	1985-1986	$2,861	--
Completed LT high school education 1980			
Population 16-24 yrs of age		499	20.7
Population 16 yrs of age and older		4,805	45.3
Population incarcerated 1987		44	--
Capacity of licensed day-care centers 1987		127	--
Capacity of registered day-care homes 1987		72	--

Table A6.4 Selected Secondary Data for Martin Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	61,733	--
	LT 16 yrs of age	16,748	27.1
	16-64 yrs of age	37,815	61.2
	GT 64 yrs of age	7,210	11.7
Projected population 1990	Total	62,952	--
	LT 16 yrs of age	14,791	23.5
	16-64 yrs of age	39,202	62.3
	GT 64 yrs of age	8,959	14.2
Projected population 2000	Total	63,316	--
	LT 16 yrs of age	13,782	21.8
	16-64 yrs of age	39,875	63.9
	GT 64 yrs of age	9,659	15.2
Projected population 1990	White	31,646	50.3
	Nonwhite	31,306	49.7
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	15,538	25.7
Persons living below poverty level	1983	14,682	--
Families living below poverty level	1979	3,263	20.4
1980 Civilian labor force		28,390	--
Employed civilians		26,270	--
Unemployed civilians/unemployment rate		2,120	7.5
1986 Civilian labor force		26,570	--
Employed civilians		24,780	--
Unemployed civilians/unemployment rate		1,790	6.7
High school enrollment	1981-1982	4,310	--
Dropouts/Dropout rate	1981-1982	291	6.8
High school enrollment	1986-1987	3,768	--
Dropouts/Dropout rate	1986-1987	210	5.6
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		2,064	20.8
Population 16 yrs of age and older		22,026	48.9
Population incarcerated 1987		218	--
Capacity of licensed day-care centers 1987		668	--
Capacity of registered day-care homes 1987		214	--

Figure A6.1 Percent Population 25 Years and Older by Years of School Completed, Martin Community College Service Area: 1980.

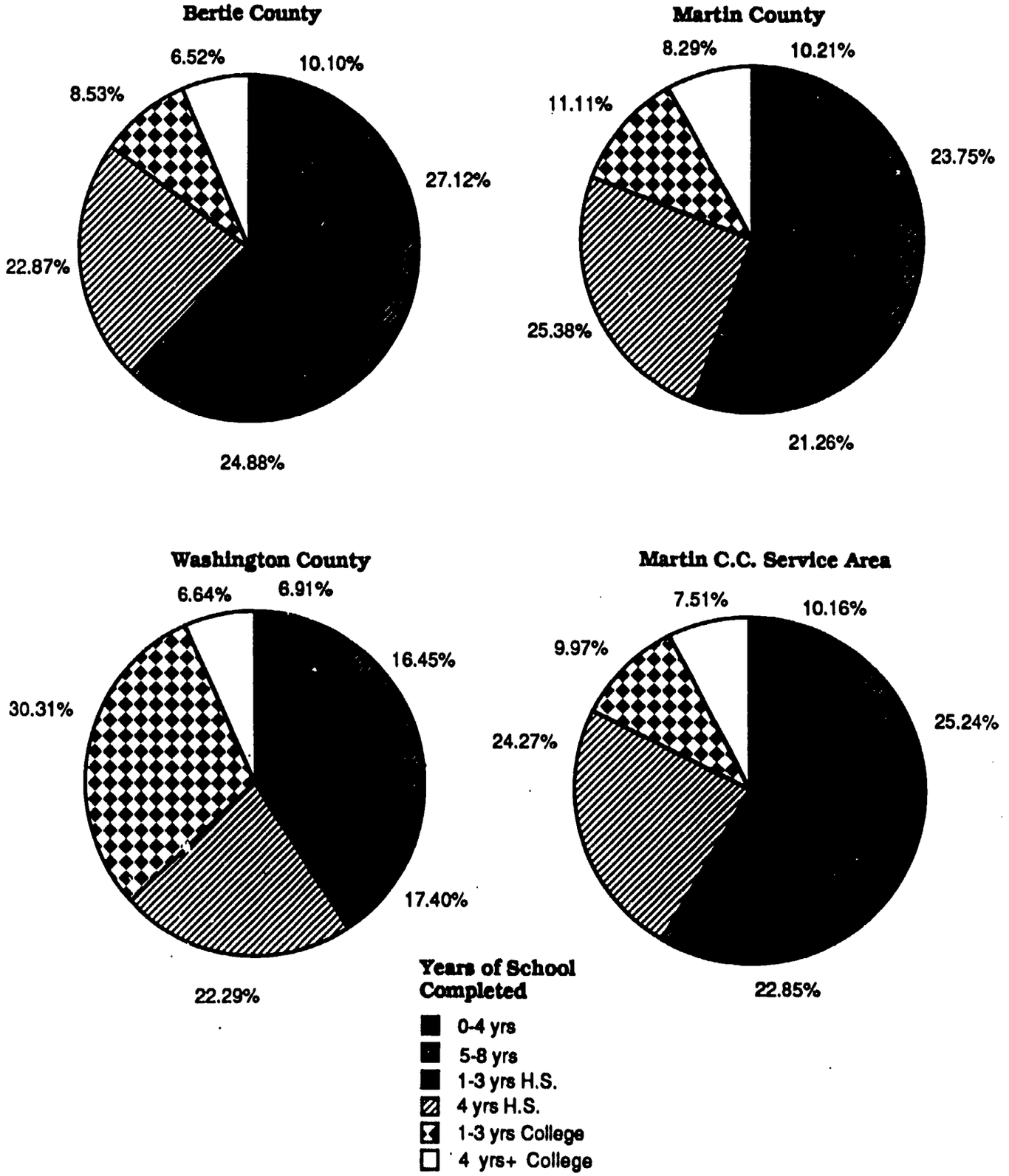


Figure A6.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Bertie County: 1980.

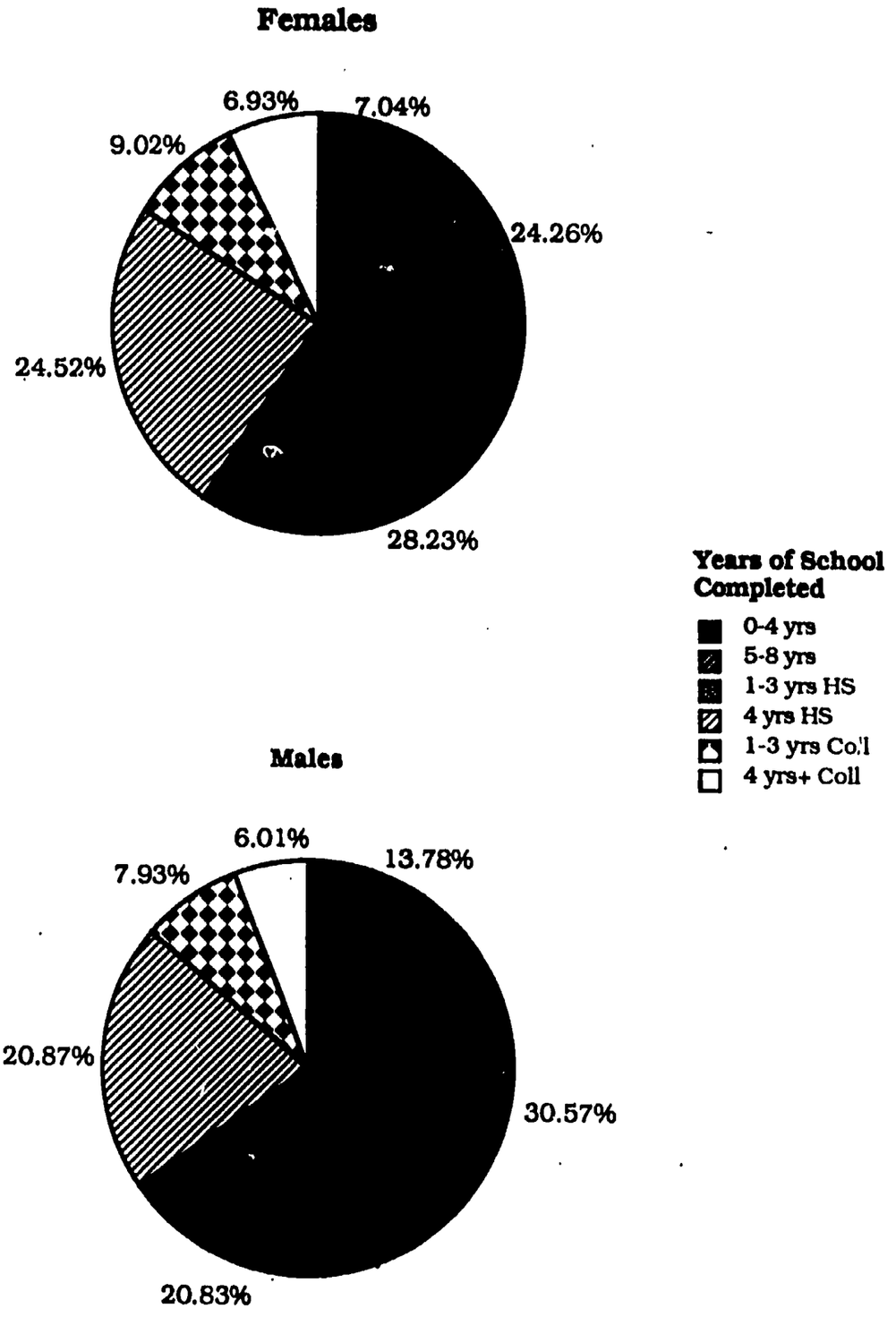


Figure A6.3. Percent Population 25 Years and Older by Years of School Completed and Sex, Martin County: 1980.

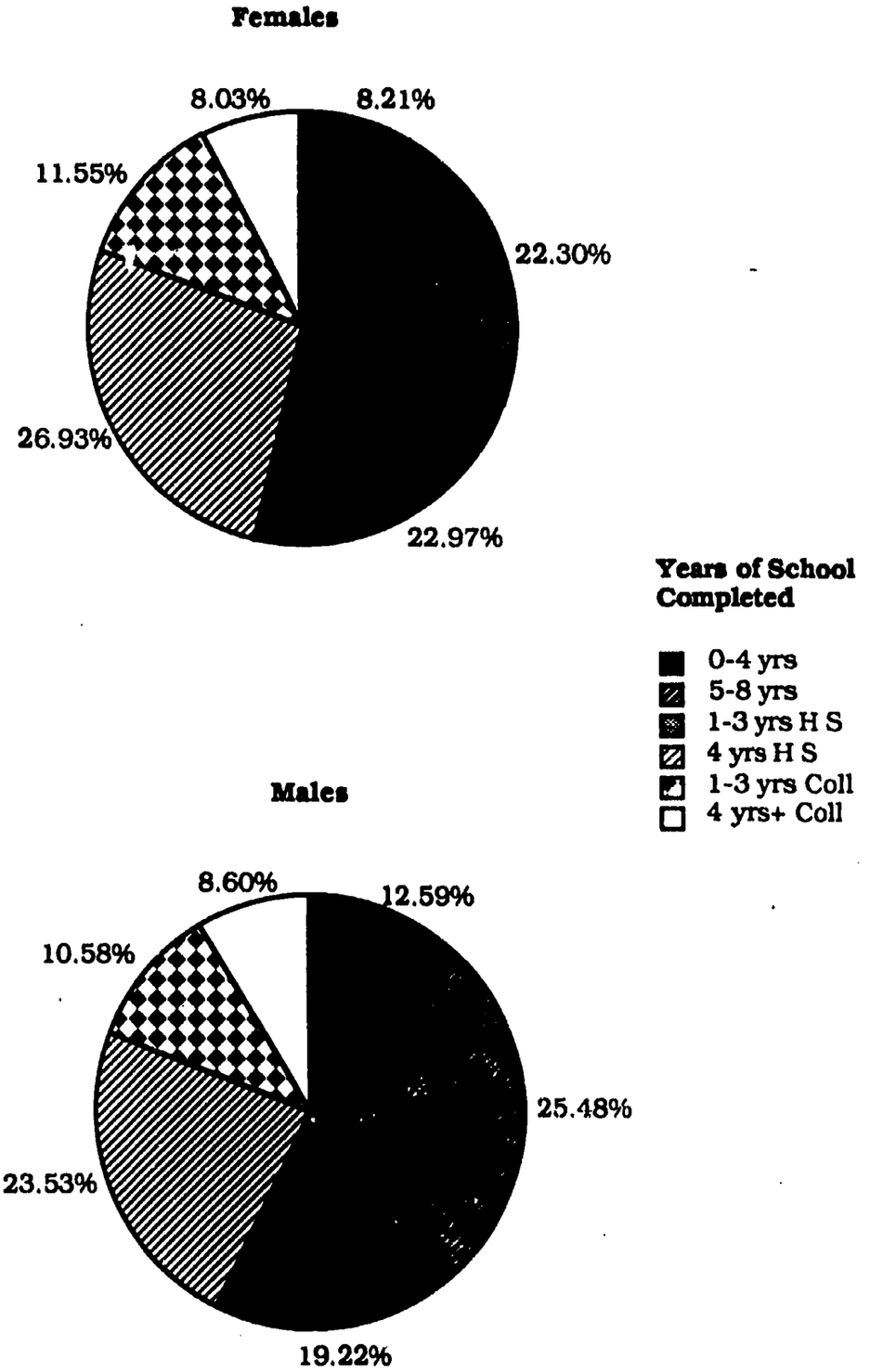


Figure A6.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Washington County: 1980.

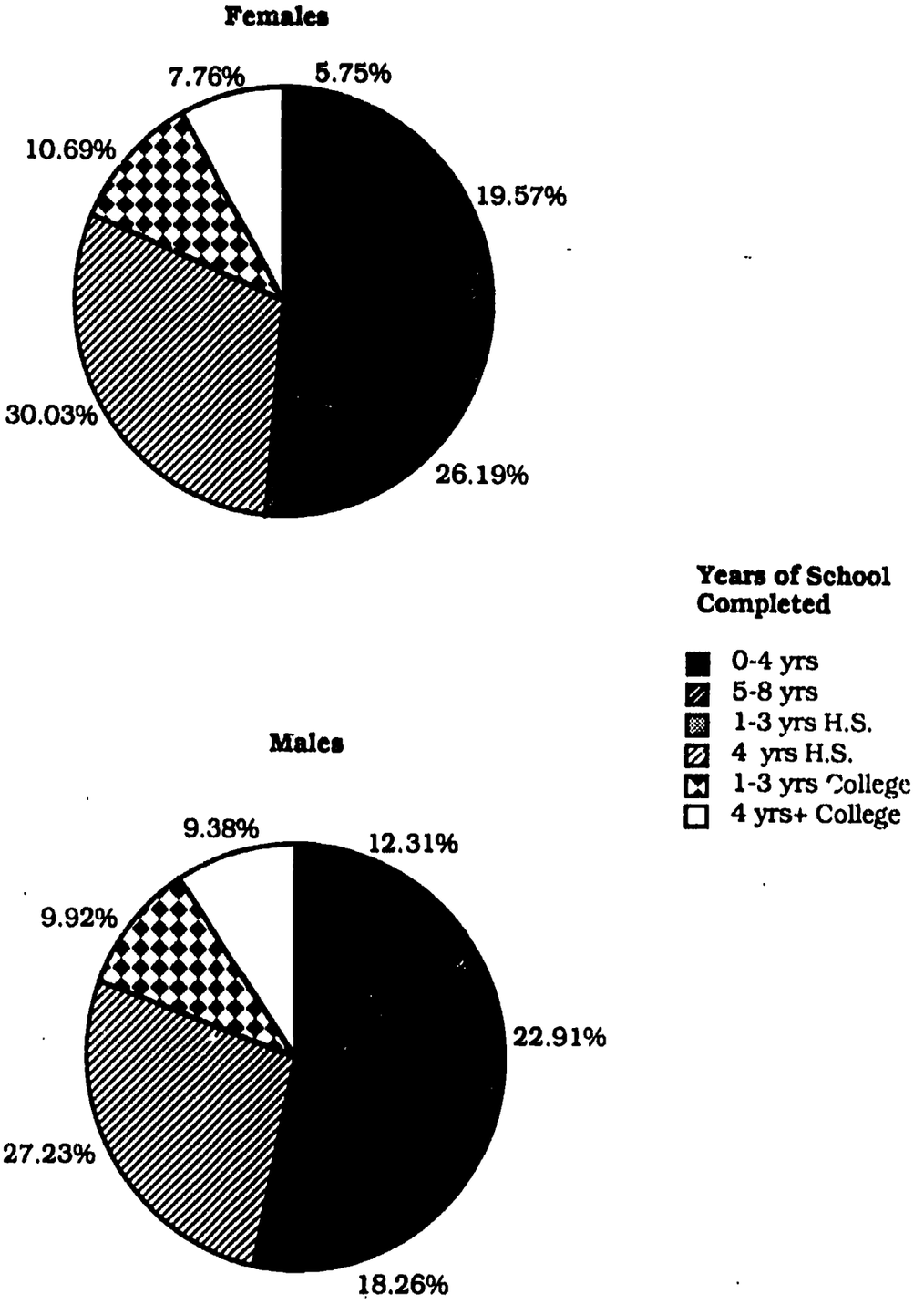
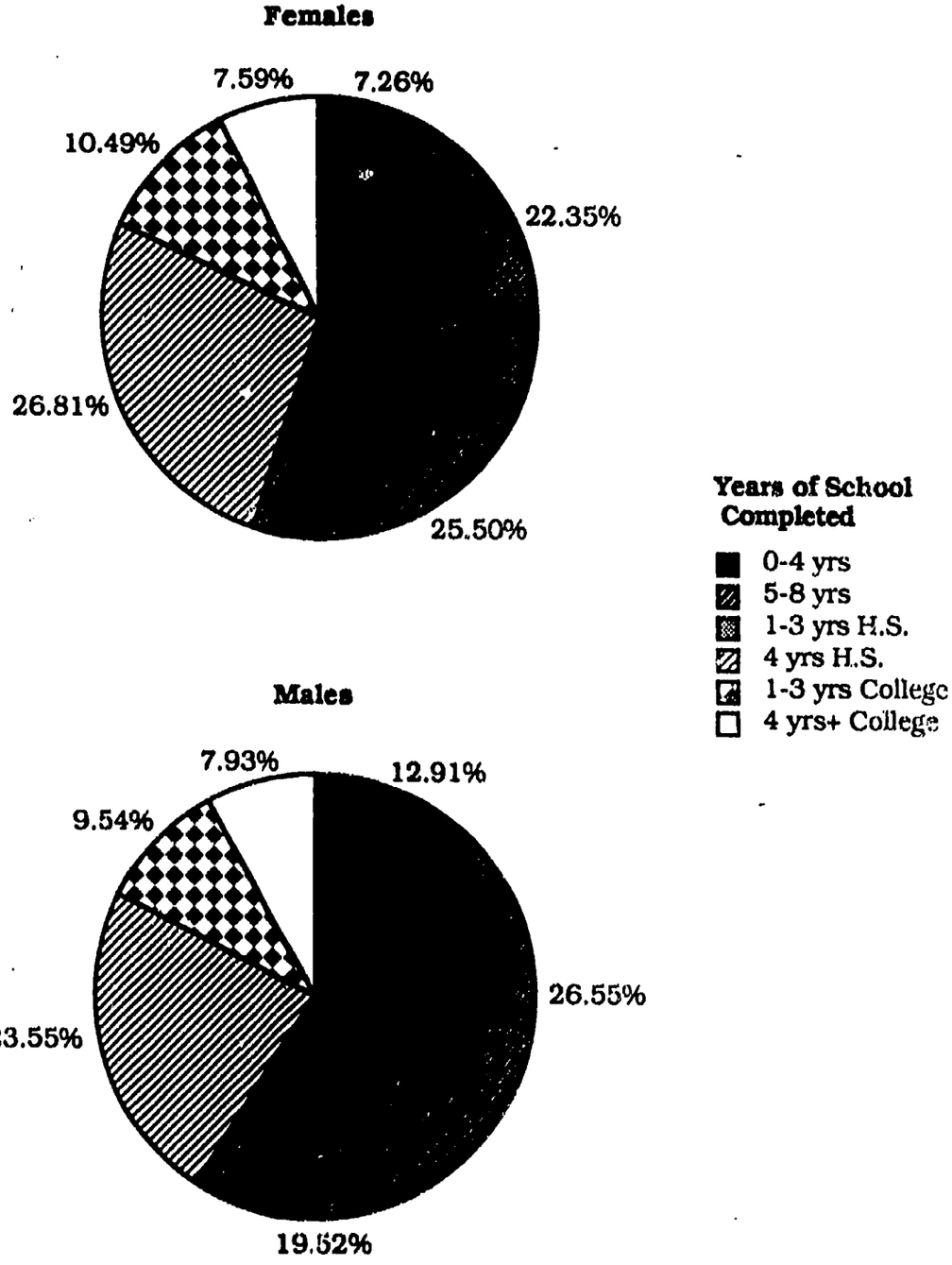
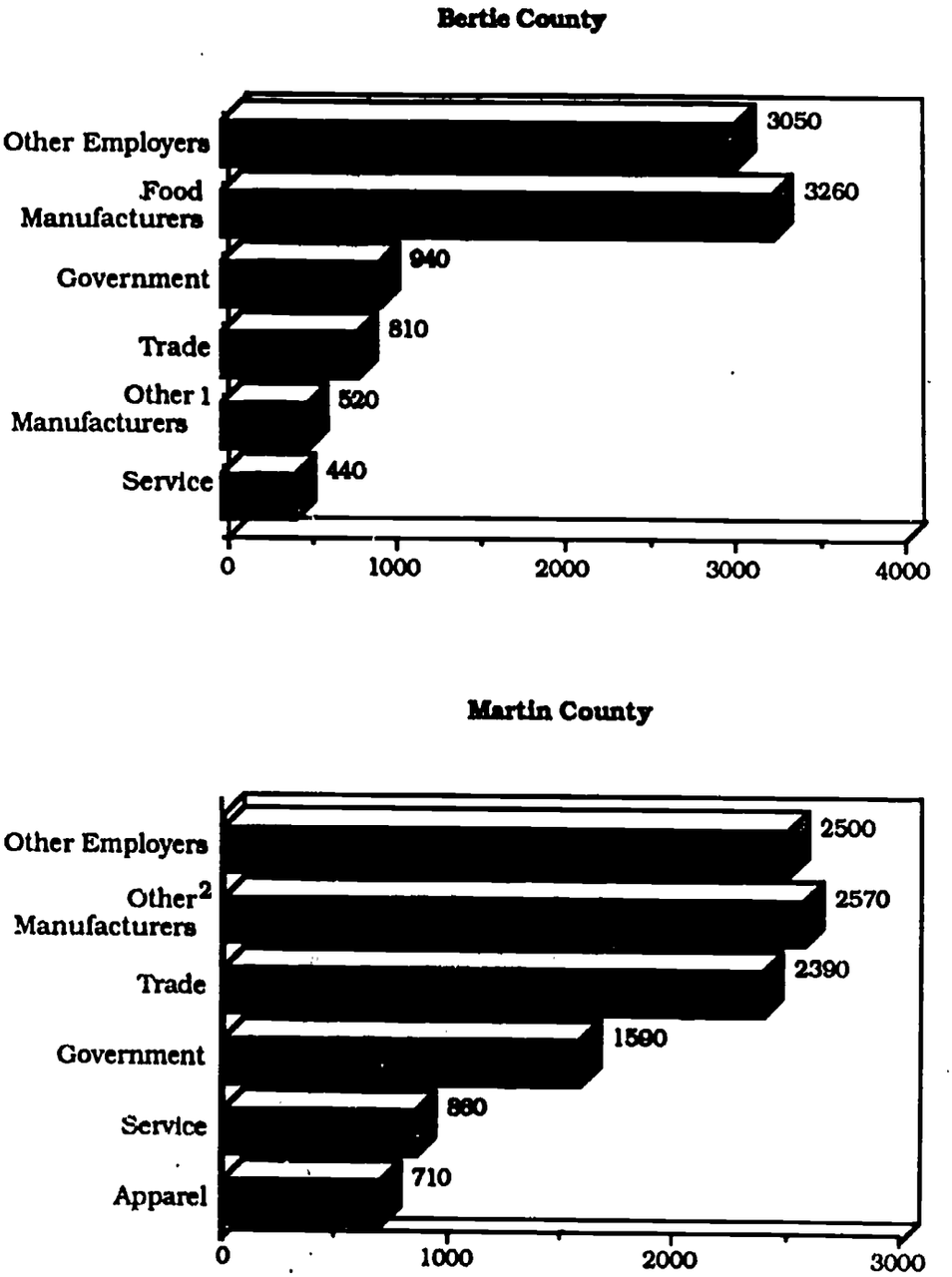


Figure A6.5 Percent Population 25 Years and Older by Years of School Completed and Sex, Martin Community College Service Area*: 1980.



*Service Area includes Bertie, Martin and Washington counties

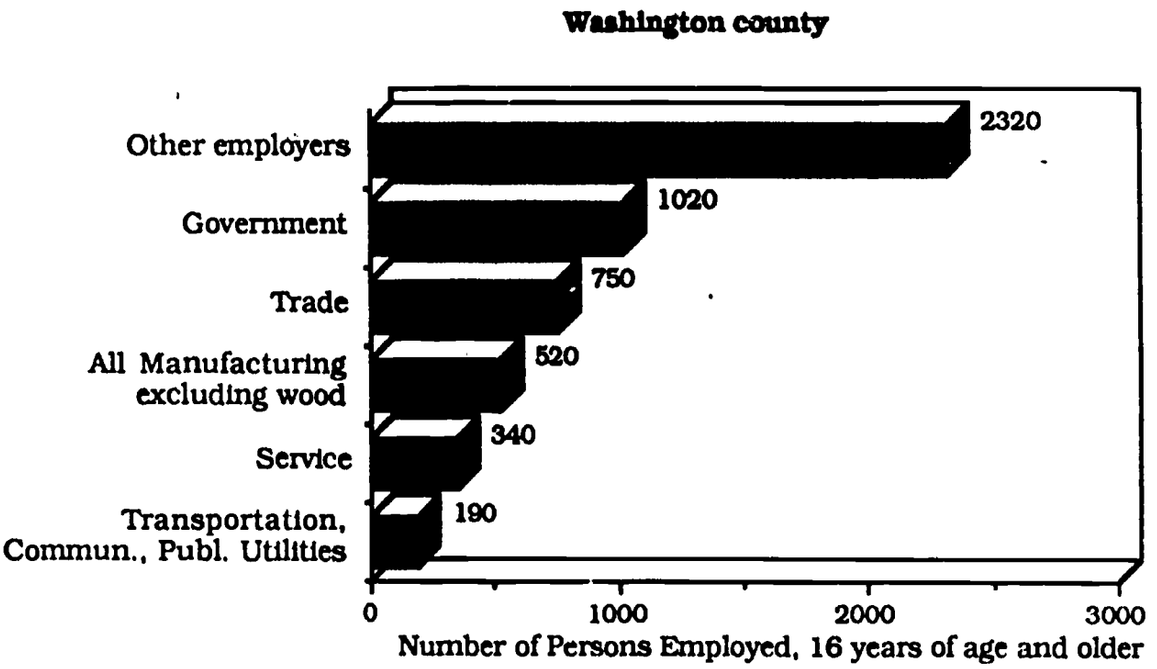
Figure A6.6 Five Largest Employers in Martin Community College Service Area By County: 1986.



[1] Includes tobacco, furniture, printing, leather, stone, clay & glass, and misc. mfg.
[2] Includes food, apparel, printing, chemicals, stone, clay & glass, fab. metals, misc. mfg.

Figure A6.6, continued.

Figure A6.6 Five Largest Employers in Martin Community College Service Area By County: 1986.



Appendix A7: Richmond Community College Service Area

Table A7.1 Selected Secondary Data for Scotland County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	32,273	--
	LT 16 yrs of age	9,377	29.1
	16-64 yrs of age	19,965	61.9
	GT 64 yrs of age	2,931	9.1
Projected population 1990	Total	34,611	--
	LT 16 yrs of age	8,649	25.0
	16-64 yrs of age	22,135	64.0
	GT 64 yrs of age	3,827	11.0
Projected population 2000	Total	36,526	--
	LT 16 yrs of age	8,472	23.2
	16-64 yrs of age	23,785	65.1
	GT 64 yrs of age	4,269	11.7
Projected population 1990	White	19,222	55.5
	Nonwhite	15,389	44.5
Per capita personal income	1980	$6,715	--
	1984	$8,662	--
Persons living below poverty level	1979	5,394	17.3
Persons living below poverty level	1983	6,210	18.5
Families living below poverty level	1979	1,269	15.4
1980 Civilian labor force		15,220	--
Employed civilians		13,770	--
Unemployed civilians/unemployment rate		1,450	9.5
1986 Civilian labor force		15,370	--
Employed civilians		14,230	--
Unemployed civilians/unemployment rate		1,140	7.4
High school enrollment	1981-1982	2,079	--
Dropouts/Dropout rate	1981-1982	227	10.9
High school enrollment	1986-1987	2,239	--
Dropouts/Dropout rate	1986-1987	180	8.0
Average expenditures per pupil (including food service)			
	1984-1985	$2,593	--
	1985-1986	$2,870	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,149	20.8
Population 16 yrs of age and older		10,222	44.6
Population incarcerated 1987		133	--
Capacity of licensed day-care centers 1987		692	--
Capacity of registered day-care homes 1987		63	--

Table A7.2 Selected Secondary Data for Richmond County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	45,481	--
	LT 16 yrs of age	11,843	26.0
	16-64 yrs of age	28,402	62.4
	GT 64 yrs of age	5,236	11.5
Projected population 1990	Total	46,677	--
	LT 16 yrs of age	10,522	22.5
	16-64 yrs of age	29,446	63.1
	GT 64 yrs of age	6,709	14.4
Projected population 2000	Total	47,361	--
	LT 16 yrs of age	9,854	20.8
	16-64 yrs of age	30,115	63.6
	GT 64 yrs of age	7,392	15.6
Projected population 1990	White	34,702	74.3
	Nonwhite	11,975	25.7
Per capita personal income	1980	$6,355	--
	1984	$8,585	--
Persons living below poverty level	1979	6,796	15.2
Persons living below poverty level	1983	8,020	17.1
Families living below poverty level	1979	1,457	11.9
1980 Civilian labor force		18,710	--
Employed civilians		16,930	--
Unemployed civilians/unemployment rate		1,780	9.5
1986 Civilian labor force		20,810	--
Employed civilians		19,380	--
Unemployed civilians/unemployment rate		1,430	6.9
High school enrollment	1981-1982	2,746	--
Dropouts/Dropout rate	1981-1982	187	6.8
High school enrollment	1986-1987	2,603	--
Dropouts/Dropout rate	1986-1987	181	7.0
Average expenditures per pupil (including food service)			
	1984-1985	$2,294	--
	1985-1986	$2,955	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,711	24.3
Population 16 yrs of age and older		15,974	47.5
Population incarcerated 1987		202	--
Capacity of licensed day-care centers 1987		794	--
Capacity of registered day-care homes 1987		51	--

Table A7.3 Selected Secondary Data for Richmond Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	77,754	--
	LT 16 yrs of age	21,220	27.3
	16-64 yrs of age	48,367	62.2
	GT 64 yrs of age	8,167	10.5
Projected population 1990	Total	81,288	--
	LT 16 yrs of age	19,171	23.6
	16-64 yrs of age	51,581	63.5
	GT 64 yrs of age	10,536	12.9
Projected population 2000	Total	83,887	--
	LT 16 yrs of age	18,326	21.8
	16-64 yrs of age	53,900	64.3
	GT 64 yrs of age	11,661	13.9
Projected population 1990	White	53,924	66.3
	Nonwhite	27,364	33.7
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	12,190	16.1
Persons living below poverty level	1983	14,230	--
Families living below poverty level	1979	2,726	13.5
1980 Civilian labor force		33,930	--
Employed civilians		30,700	--
Unemployed civilians/unemployment rate		3,230	9.5
1986 Civilian labor force		36,180	--
Employed civilians		33,610	--
Unemployed civilians/unemployment rate		2,570	7.1
High school enrollment	1981-1982	4,825	--
Dropouts/Dropout rate	1981-1982	414	8.5
High school enrollment	1986-1987	4,842	--
Dropouts/Dropout rate	1986-1987	361	7.5
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		2,860	22.8
Population 16 yrs of age and older		26,195	46.3
Population incarcerated 1987		335	--
Capacity of licensed day-care centers 1987		1,486	--
Capacity of registered day-care homes 1987		114	--

Figure A7.1 Percent Population 25 Years and Older by Years of School Completed, Richmond Community College Service Area and North Carolina: 1980.

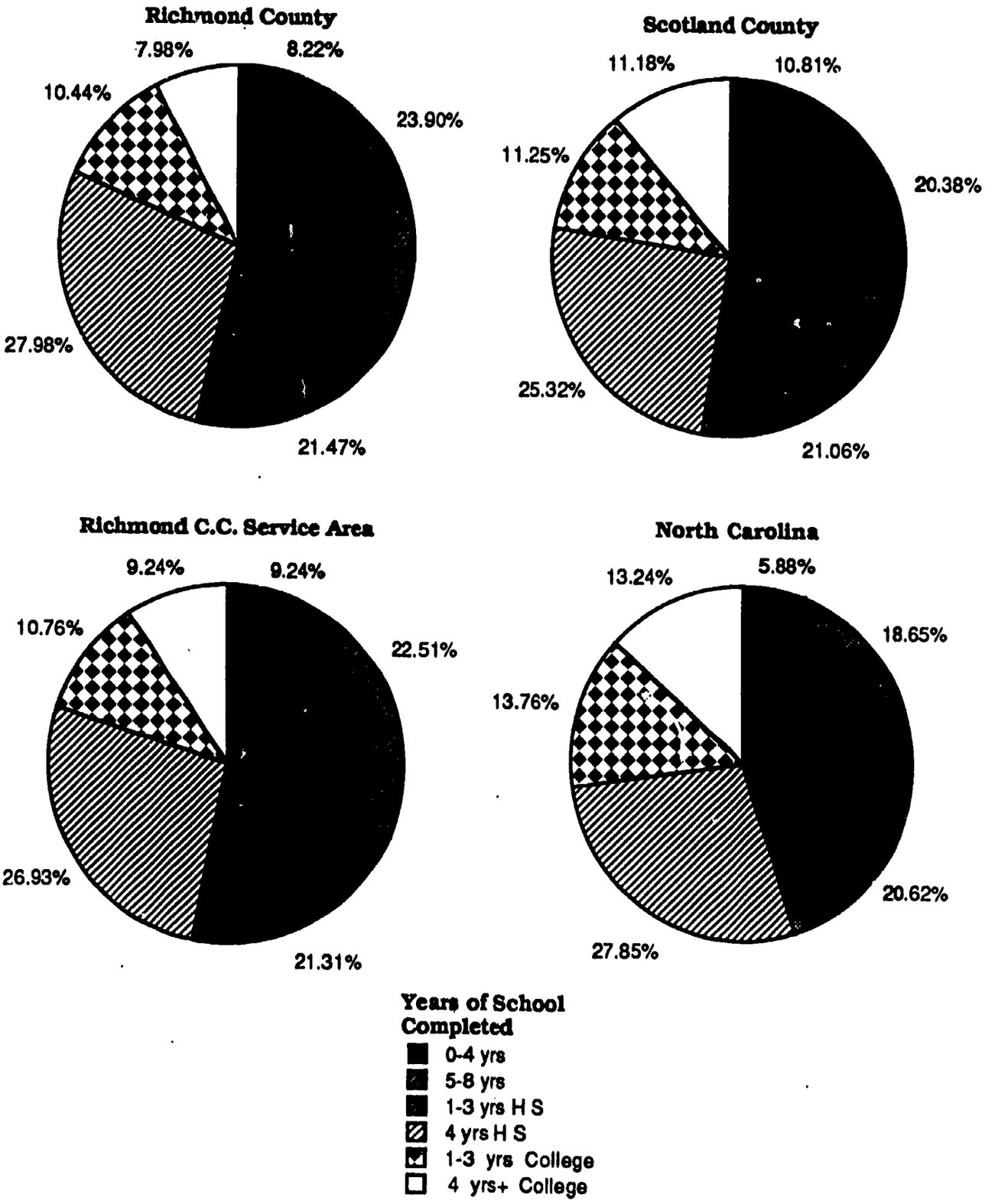


Figure A7.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Richmond County: 1980.

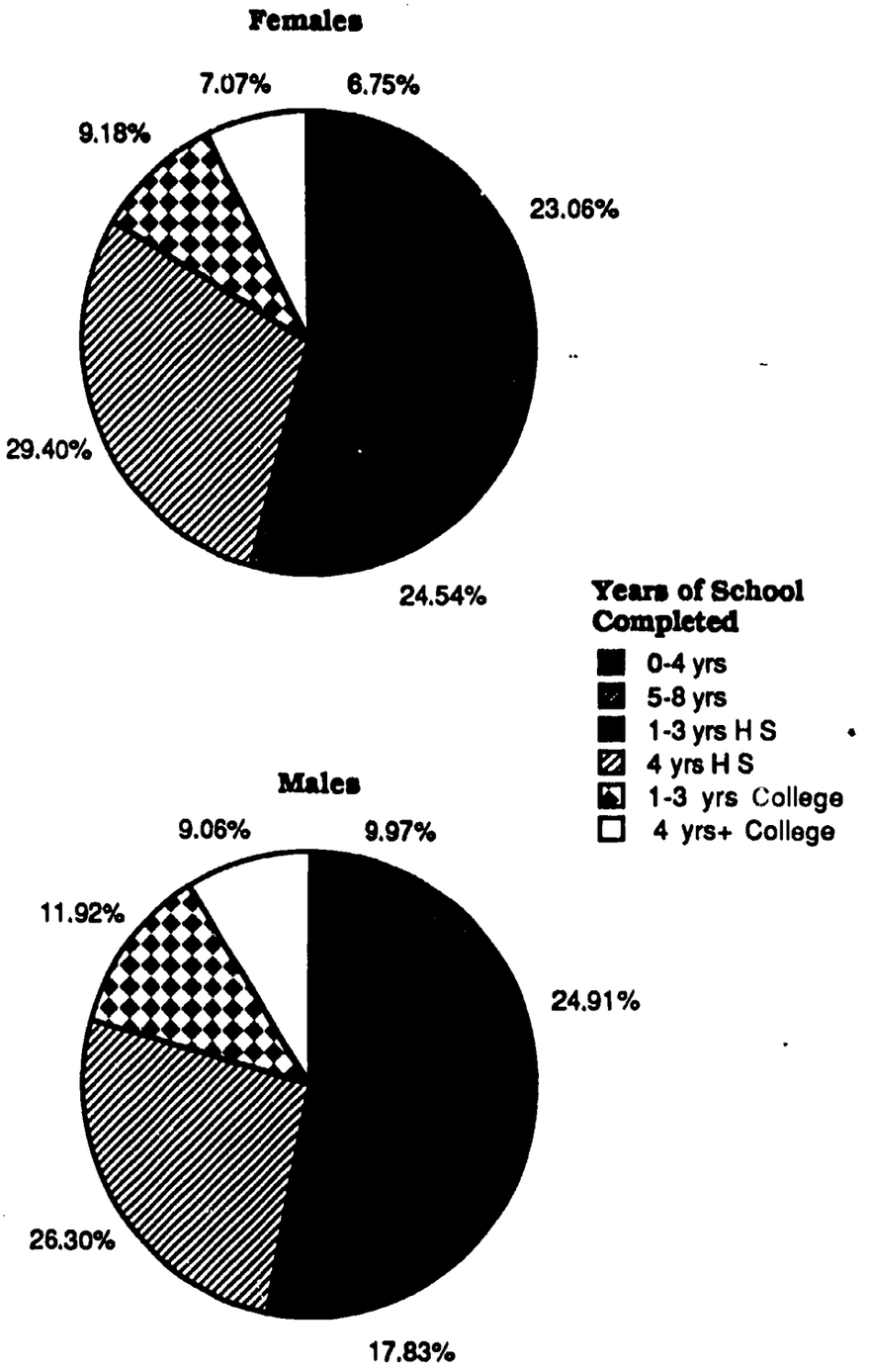


Figure A7.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Scotland County: 1980.

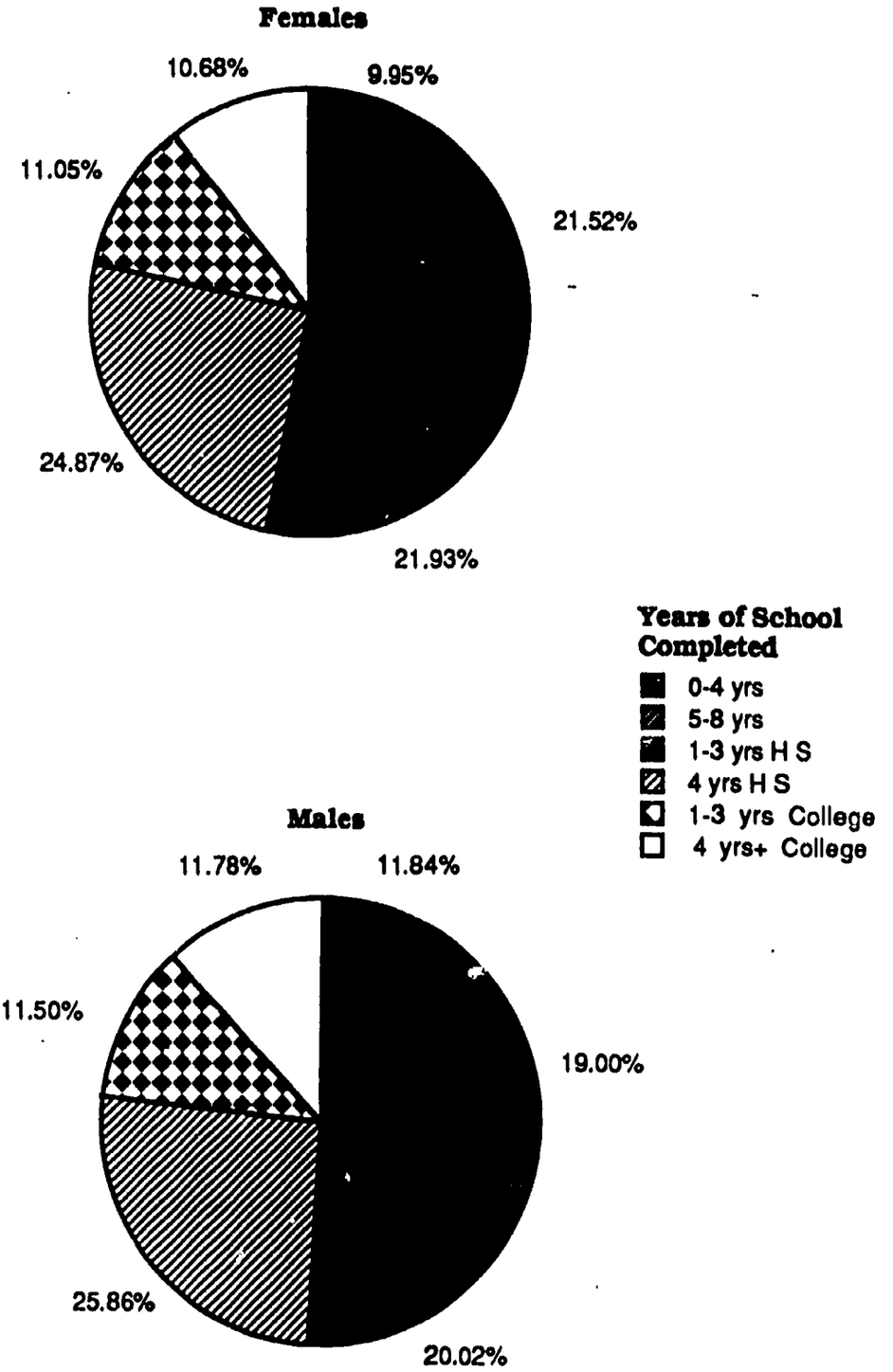


Figure A7.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Richmond Community College Service Area: 1980.

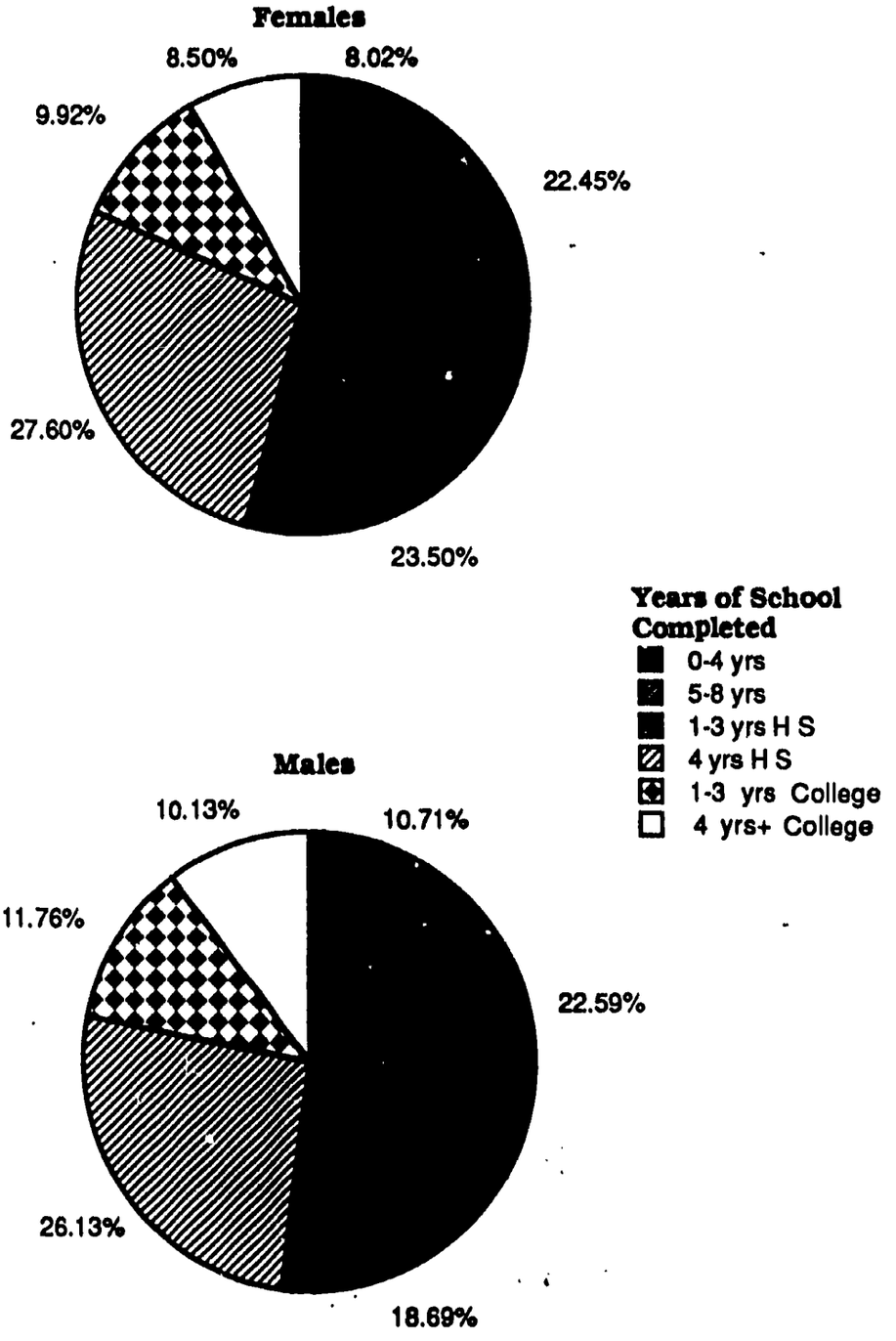
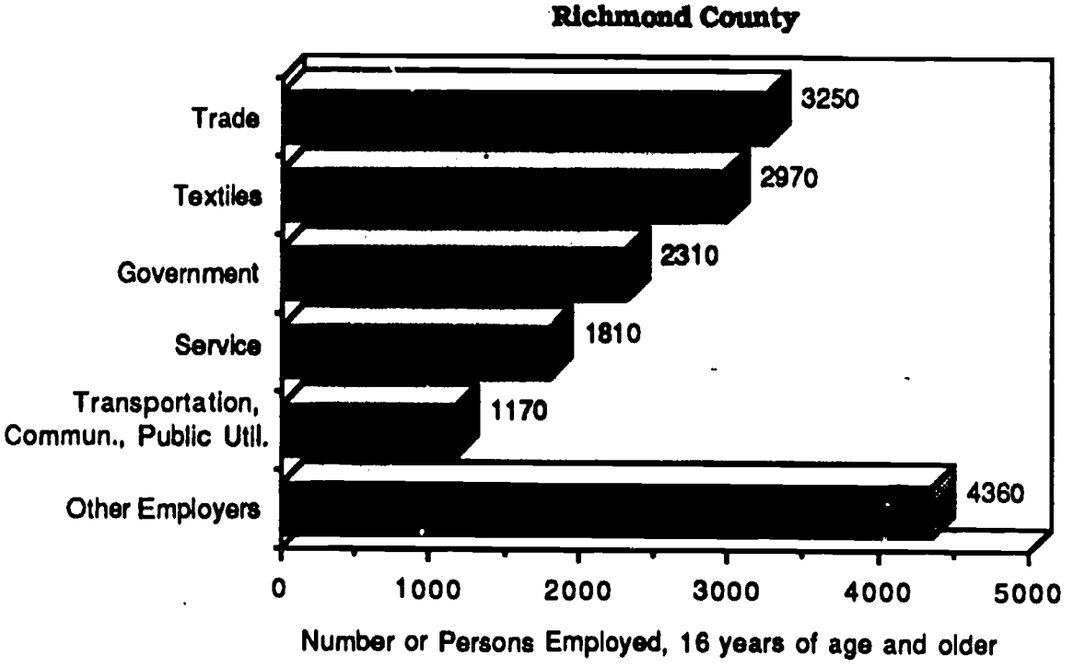
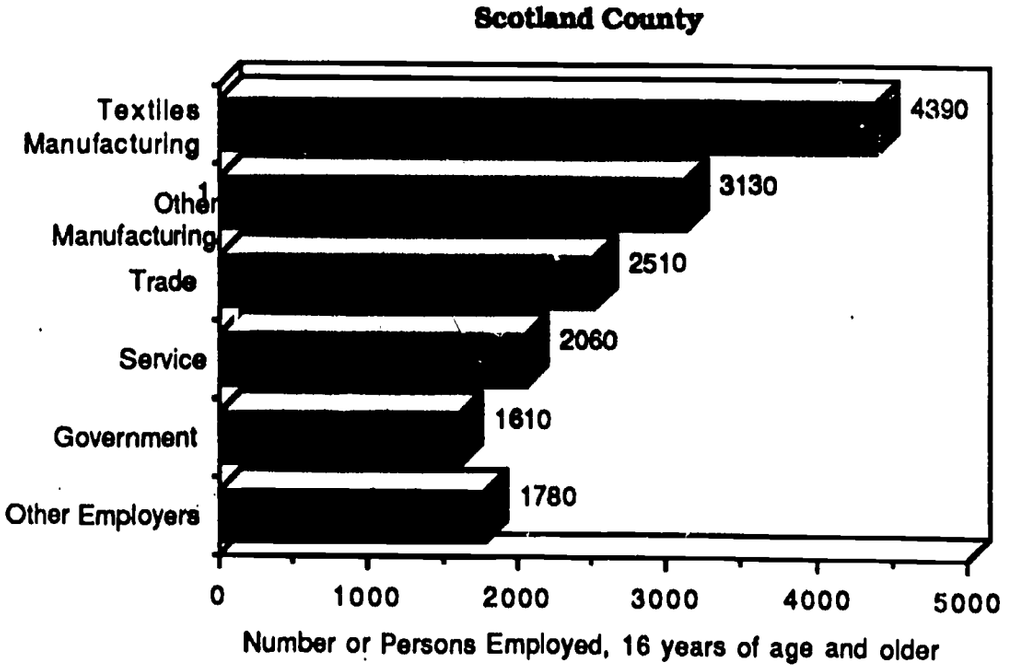


Figure A7.5 Five Largest Employers in Richmond and Scotland Counties: 1986.





[1]Includes food, apparel, furniture, chemicals, petroleum, rubber, stone, transportation equipment, miscellaneous manufacturing.

Appendix A8: Sampson Community College Service Area

Table A8.1 Selected Secondary Data for Sampson County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	49,687	--
	LT 16 yrs of age	12,874	25.9
	16-64 yrs of age	30,842	62.1
	GT 64 yrs of age	5,971	12.0
Projected population 1990	Total	50,704	--
	LT 16 yrs of age	11,606	22.9
	16-64 yrs of age	31,885	62.9
	GT 64 yrs of age	7,213	14.2
Projected population 2000	Total	51,028	--
	LT 16 yrs of age	10,675	20.9
	16-64 yrs of age	32,554	63.8
	GT 64 yrs of age	7,799	15.3
Projected population 1990	White	33,332	65.7
	Nonwhite	17,372	34.3
Per capita personal income	1980	$6,646	--
	1984	$8,769	--
Persons living below poverty level	1979	10,423	21.2
Persons living below poverty level	1983	12,452	24.3
Families living below poverty level	1979	2,339	17.5
1980 Civilian labor force		24,820	--
Employed civilians		22,700	--
Unemployed civilians/unemployment rate		2,120	8.5
1986 Civilian labor force		23,370	--
Employed civilians		21,170	--
Unemployed civilians/unemployment rate		2,200	9.4
High school enrollment	1981-1982	3,138	--
Dropouts/Dropout rate	1981-1982	188	6.0
High school enrollment	1986-1987	2,738	--
Dropouts/Dropout rate	1986-1987	180	6.6
Average expenditures per pupil (including food service)			
	1984-1985	$2,715	--
	1985-1986	$2,929	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,477	19.2
Population 16 yrs of age and older		17,300	47.0
Population incarcerated 1987		161	--
Capacity of licensed day-care centers 1987		661	--
Capacity of registered day-care homes 1987		83	--

Figure A8.1 Percent Population 25 Years and Older by Years of School Completed, Sampson County, North Carolina: 1980.

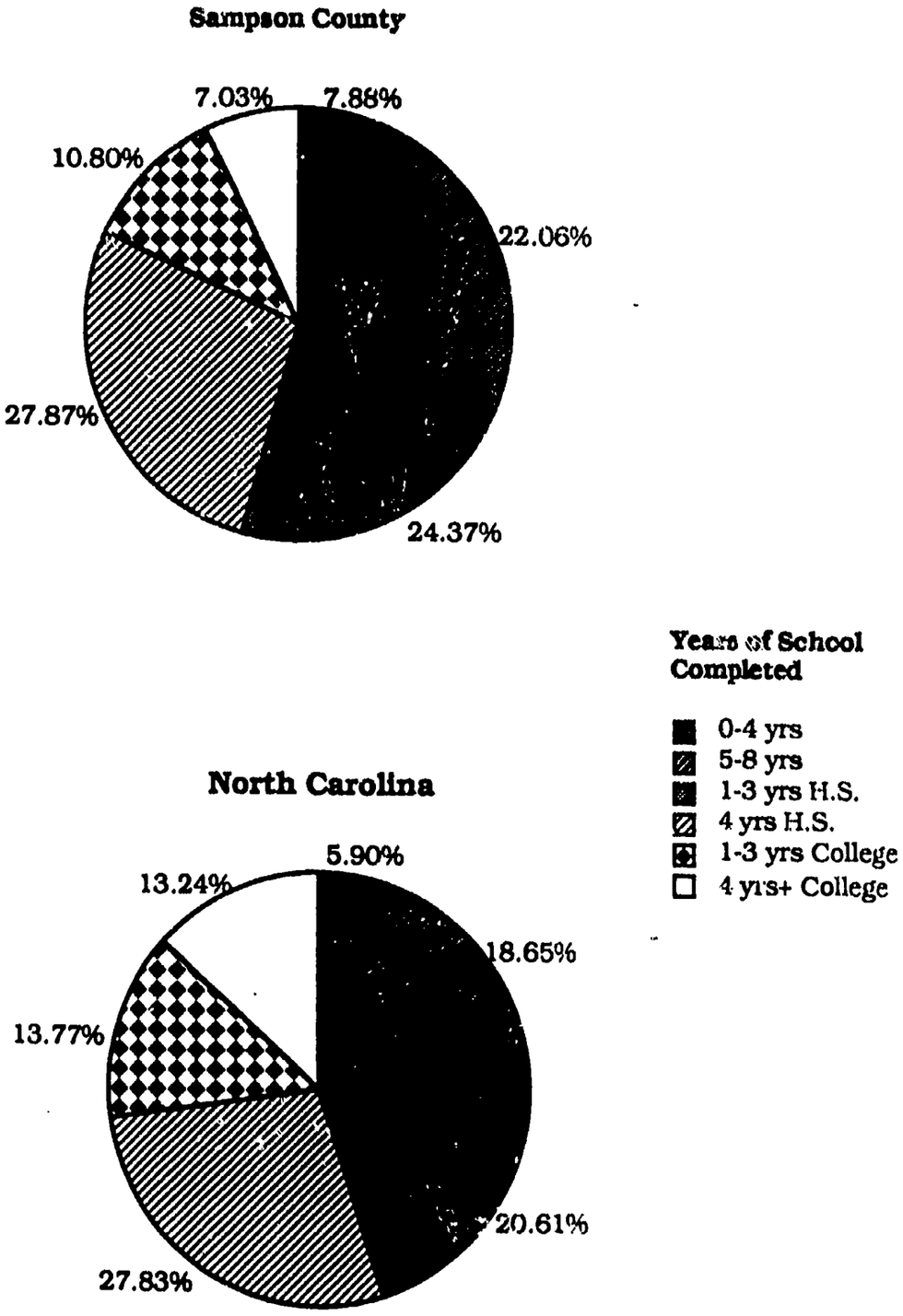


Figure A8.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Sampson County: 1980.

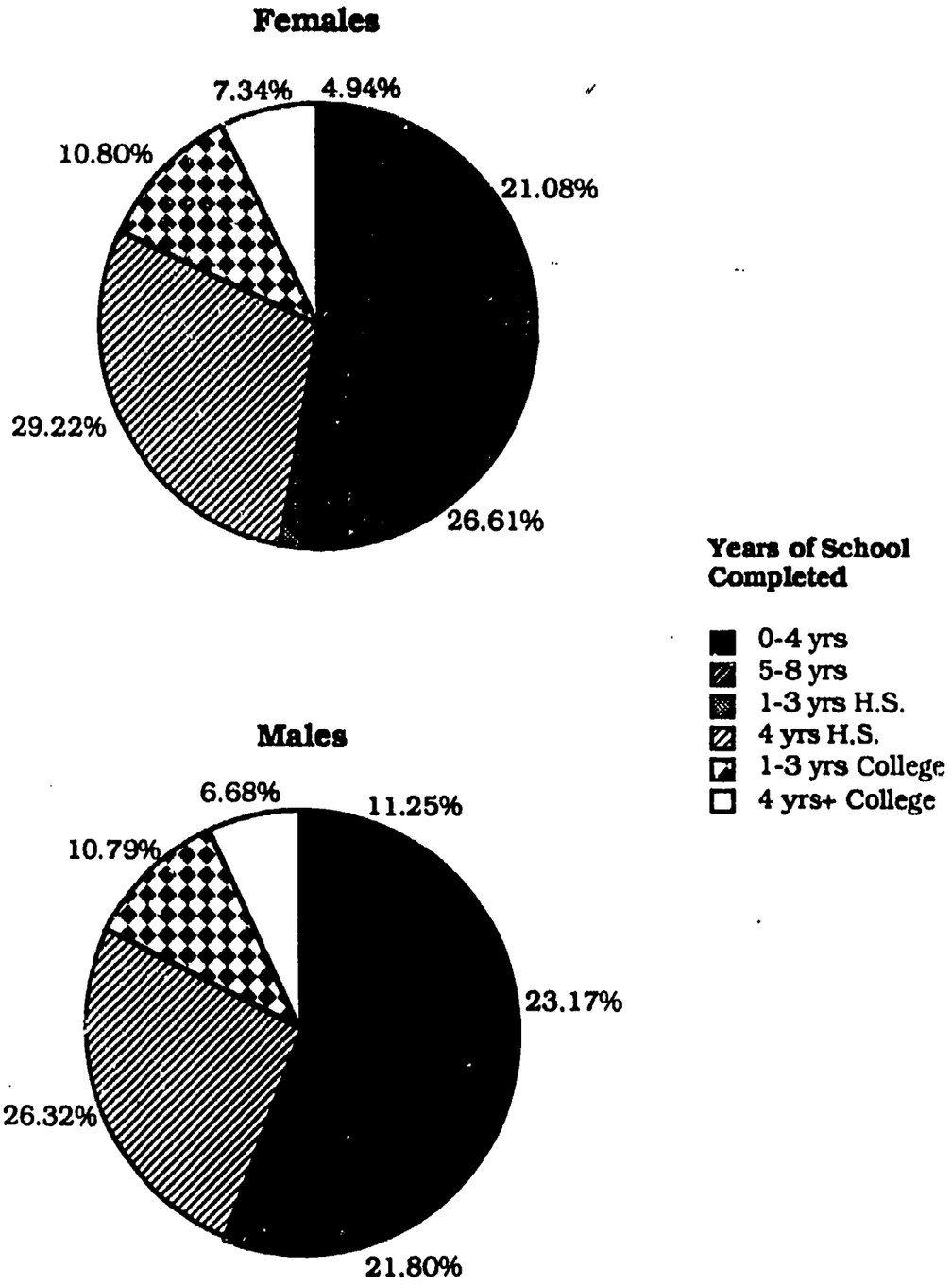
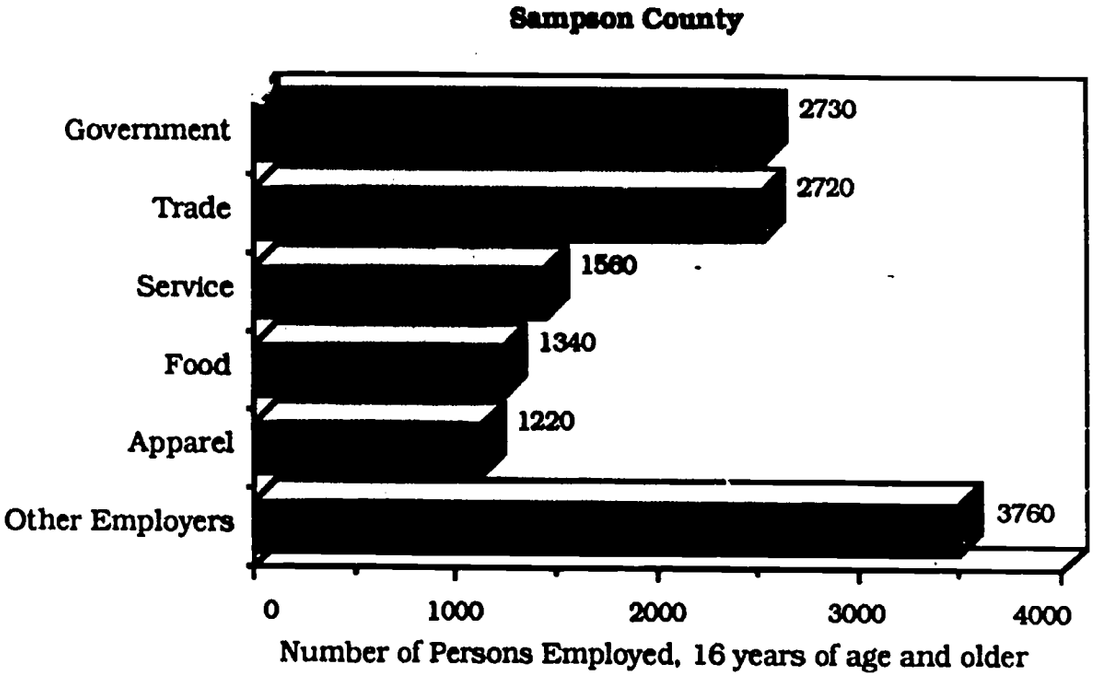


Figure A8.3 Five Largest Employers in Sampson County: 1986.



Appendix A9: Southeastern Community College Service Area

Table A9.1 Selected Secondary Data for Columbus County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	51,037	--
	LT 16 yrs of age	13,615	26.7
	16-64 yrs of age	31,869	62.4
	GT 64 yrs of age	5,553	10.9
Projected population 1990	Total	53,046	--
	LT 16 yrs of age	12,311	23.2
	16-64 yrs of age	33,676	63.5
	GT 64 yrs of age	7,059	13.3
Projected population 2000	Total	54,356	--
	LT 16 yrs of age	11,738	21.6
	16-64 yrs of age	34,687	63.8
	GT 64 yrs of age	7,931	14.6
Projected population 1990	White	35,885	67.6
	Nonwhite	17,161	32.4
Per capita personal income	1980	$5,981	--
	1984	$7,941	--
Persons living below poverty level	1979	13,345	26.5
Persons living below poverty level	1983	16,696	31.7
Families living below poverty level	1979	2,984	21.6
1980 Civilian labor force		23,550	--
Employed civilians		21,530	--
Unemployed civilians/unemployment rate		2,020	8.6
1986 Civilian labor force		23,400	--
Employed civilians		21,440	--
Unemployed civilians/unemployment rate		1,960	8.4
High school enrollment	1981-1982	3,408	--
Dropouts/Dropout rate	1981-1982	246	7.2
High school enrollment	1986-1987	2,326	--
Dropouts/Dropout rate	1986-1987	164	7.1
Average expenditures per pupil (including food service)			
	1984-1985	$2,560	--
	1985-1986	$2,889	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,715	21.5
Population 16 yrs of age and older		18,159	48.5
Population incarcerated 1987		110	--
Capacity of licensed day-care centers 1987		707	--
Capacity of registered day-care homes 1987		113	--

Figure A9.1 Percent Population 25 Years and Older by Years of School Completed, Columbus County, North Carolina: 1980.

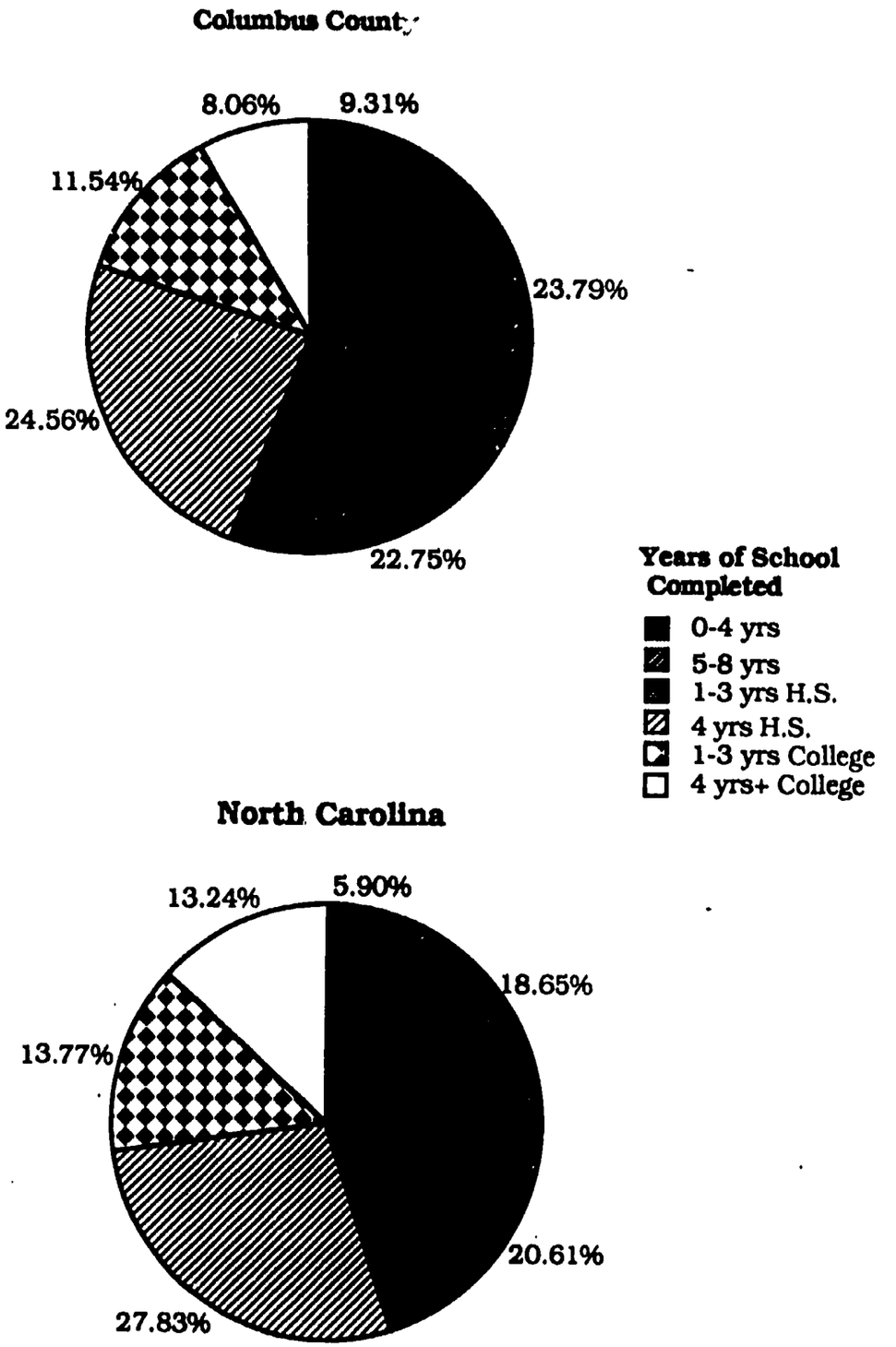


Figure A9.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Columbus County: 1980.

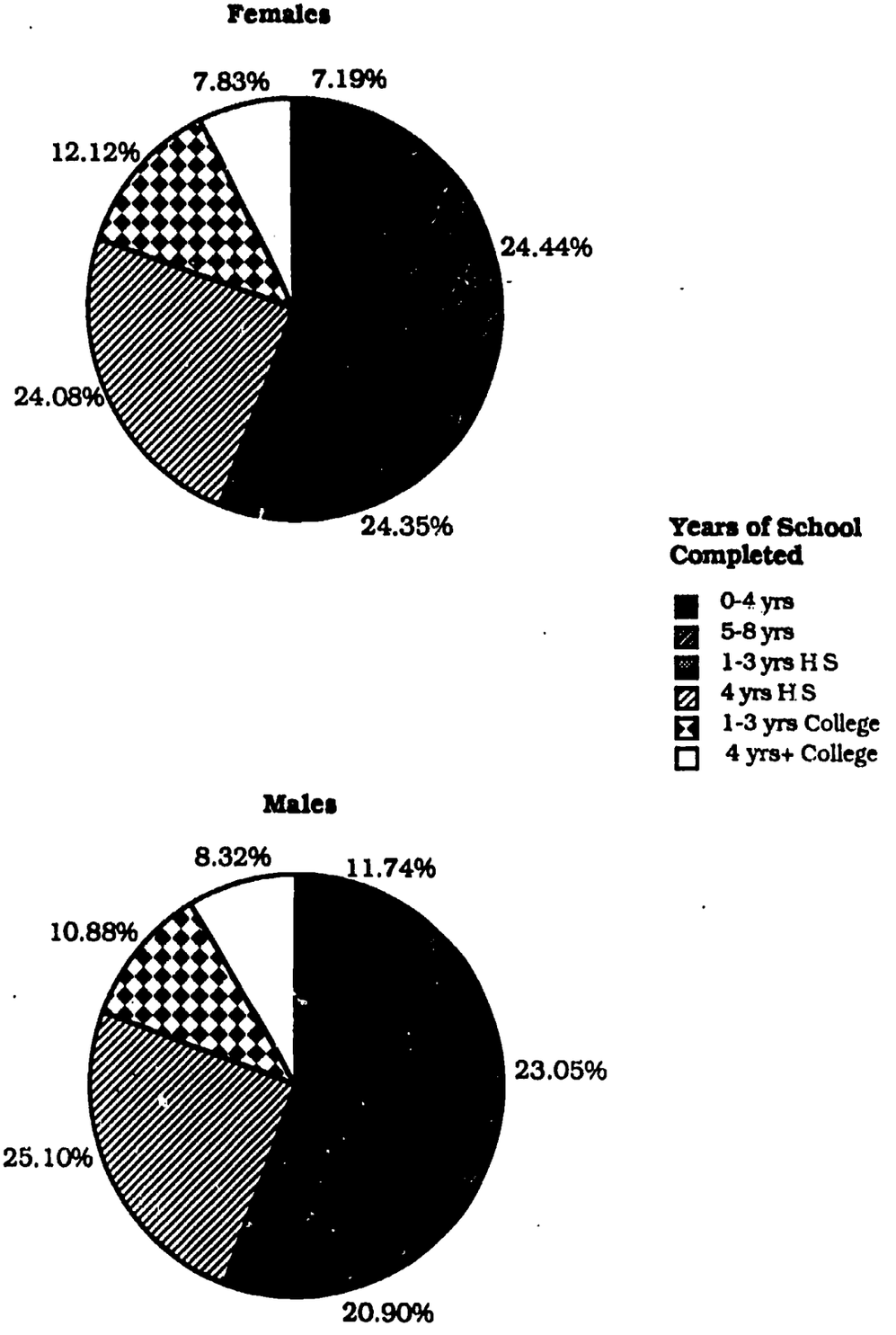
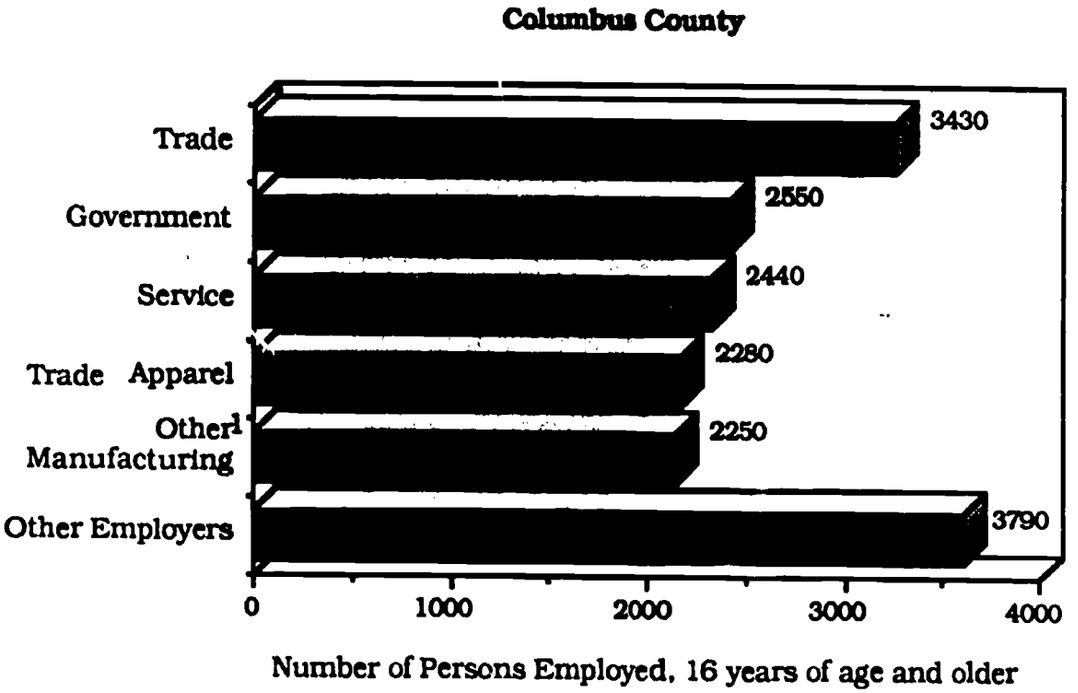


Figure A9.3 Five Largest Employers in Columbus County: 1986.



[1]Includes tobacco, textiles, furniture, paper, primary metals, elec. machinery, trans. equipment

Appendix A10: Service Areas for N. C. Community Colleges

A10: SERVICE AREAS FOR N.C. COMMUNITY COLLEGES

Name of Community College	Service Area
Alamance Community College	Alamance County
Anson Community College	Anson County, one-half of Union County
Asheville-Buncombe Technical Community College	Buncombe and Madison Counties
Beaufort County Community College	Beaufort, Hyde and Tyrrell Counties
Bladen Community College	Bladen County
Blue Ridge Community College	Henderson and Transylvania Counties
Brunswick Community College	Brunswick County
Caldwell Community College and Technical Institute	Watauga and Caldwell Counties
Cape Fear Community College	New Hanover and Pender Counties
Carteret Community College	Carteret County
Catawba Valley Community College	Alexander and Catawba Counties
Central Carolina Community College	Chatham, Harnett, and Lee Counties
Central Piedmont Community College	Mecklenburg County
Cleveland Community College	Cleveland County
Coastal Carolina Community College	Onslow County
College of the Albemarle	Camden, Chowan, Currituck, Dare, Gates, Perquimans, and Pasquotank Counties
Craven Community College	Craven County
Davidson County Community College	Davidson and Davie Counties
Durham Technical Community College	Durham and Orange Counties
Edgecombe Community College	Edgecombe County

Fayetteville Technical Community College	Cumberland County
Forsyth Technical Community College	Forsyth and Stokes Counties
Gaston College	Gaston and Lincoln Counties
Guilford Technical Community College	Guilford County
Halifax Community College	Halifax, one-half Warren and Northampton Counties
Haywood Community College	Haywood County
Isothermal Community College	Polk and Rutherford Counties
James Sprunt Community College	Duplin County
Johnston Community College	Johnson County
Lenior Community College	Greene, Lenoir, and Jones Counties
Martin Community College	Martin, one-half Bertie and Washington Counties
Mayland Community College	Mitchell, Avery, and Yancy Counties
McDowell Technical Community College	McDowell County
Mitchell Community College	Iredell County
Montgomery Community College	Montgomery County
Nash Community College	Nash County
Pamlico Community College	Pamlico County
Piedmont Community College	Caswell and Person Counties
Pitt Community College	Pitt County
Randolph Community College	Randolph County
Richmond Community College	Richmond and Scotland Counties
Roanoke-Chowan Community College	Hertford, one-half Bertie and Northampton Counties
Robeson Community College	Robeson County

Rockingham Community College	Rockingham County
Rowan-Cabarrus Community College	Cabarrus and Rowan Counties
Sampson Community College	Sampson County
Sandhills Community College	Hoke and Moore Counties
Southeastern Community College	Columbus County
Southwestern Community College	Jackson, Macon, and Swain Counties
Stanly Community College	Stanly and one-half Union County
Surry Community College	Surry and Yadkin Counties
Tri-County Community College	Cherokee, Clay, and Graham Counties
Vance-Granville Community College	Vance, Franklin, Granville, and one-half Warren County
Wake Technical Community College	Wake County
Wayne Community College	Wayne County
Western Piedmont Community College	Burke County
Wilkes Community College	Alleghany, Ashe, and Wilkes Counties
Wilson County Technical College	Wilson County

APPENDIX B: LITERACY PLANS FOR NORTH CAROLINA COMMUNITY COLLEGES

APPENDIX B: LITERACY PLANS FOR NORTH CAROLINA COMMUNITY COLLEGES

Each institution has submitted a literacy plan to the Department of Community Colleges which addresses recruitment, assessment, retention, and evaluation of student progress. The following discussion provides a summary of the current status of efforts at each institution to increase and retain a significant percentage of its targeted population in the literacy program. The targeted population is determined for each college by its service area. A service area consists of counties and townships specifically assigned for the purpose of providing education and training. These assignments were approved by the State Board of Community Colleges effective July 1, 1985. The targeted population is determined for each college by its service area. Data for this report came from the institutional literacy plans submitted Fall 87, the 1980 U.S. Census, and the Management Information System of the Department of Community Colleges (1986-87 Institutional Enrollment Report).

ALAMANCE COMMUNITY COLLEGE

Target Population	30,938
Number of Persons Served by Literacy Programs	2,022
Percentage of Population Served	6.54%
Projected Average Percentage Increase in Enrollment	24%

Alamance has hired five part-time recruiters. A wide range of achievement tests are administered to assess student needs and levels of performance. Setting realistic student goals, identifying barriers such as transportation, child care, and financial needs and assisting the students in overcoming those barriers have aided in retention. Student progress is measured by pre- and post-testing.

Service Area: Alamance

ANSON COMMUNITY COLLEGE

Target Population	19,180
Number of Persons Served by Literacy Programs	909
Percentage of Population Served	4.74%
Projected Average Percentage Increase in Enrollment	4%

Anson has hired a part-time Assessment/Retention Specialist and a part-time recruiter for ABE. Standardized tests are used to assess student levels of performance. Individual profile data is established one on one and long- and short-range goals are set to ensure retention. Pre- and post tests are used to evaluate student progress.

Service Area: Anson, 1/2 of Union County

ASHEVILLE-BUNCOMBE TECHNICAL COLLEGE

Target Population	52,470
Number of Persons Served by Literacy Programs	2,574
Percentage of Population Served	4.91%
Projected Average Percentage Increase in Enrollment	20%

No Assessment/Retention Specialist has been hired at Asheville; however, two part-time recruiters have been employed. Student needs and levels of performance are assessed by standardized tests, and students are placed into one of seven levels of English and Math. Instructors provide frequent feedback on progress to students which has aided in retention. Student progress is evaluated by reviewing goals and periodic testing.

Service Area: Buncombe, Madison

BEAUFORT COUNTY COMMUNITY COLLEGE

Target Population	16,871
Number of Persons Served by Literacy Programs	587
Percentage of Population Served	3.48%
Projected Average Percentage Increase in Enrollment	54%

A part-time Assessment/Retention Specialist has been hired at Beaufort. In addition, one full-time and two part-time recruiters have been employed. With a greater emphasis on recruitment, Beaufort is projecting a 54% increase in student enrollment. Assessment includes a review of previous academic records, needs evaluation and the administration of standardized tests. Proper placement, counseling and immediate follow-up on absentees are several methods used to ensure retention. Evaluation of student progress includes progress notes, pre-and post tests, individual program plans and quarterly goal plans.

Service Area: Beaufort, Hyde, Tyrrell

BLADEN COMMUNITY COLLEGE

Target Population	10,920
Number of Persons Served by Literacy Programs	301
Percentage of Population Served	2.76%
Projected Average Percentage Increase in Enrollment	50%

Bladen has hired a part-time Assessment/Retention Specialist. Two part-time recruiters have been employed to implement a projected 50% increase in student enrollment. Student assessment utilizes standardized tests. Flexible class schedules in strategic locations is one of the methods used for retention. Students will be evaluated using standardized and informal instruments, instructor counseling and instructor observation.

Service Area: Bladen

BLUE RIDGE COMMUNITY COLLEGE

Target Population	22,689
Number of Persons Served by Literacy Programs	973
Percentage of Population Served	4.29%
Projected Average Percentage Increase in Enrollment	50%

The position of Assessment/Retention Specialist is a full-time one at Blue Ridge Community College. The college has also acquired the services of two Part-time recruiters. Accepted recruitment practices such as direct mail, radio, contacting service agencies and one-on-one contacts will be utilized to accomplish the 50% projected increase in student enrollment. The college has a fully staffed/equipped assessment center which will be available for students in literacy training. Furthermore, the college operates a child care center at night and believes that instructors who show concern for students enhance retention. Student progress will be determined by instructor observation and evaluation, and periodically through tests administration.

Service Area: Henderson, Transylvania

BRUNSWICK COMMUNITY COLLEGE

Target Population	11,315
Number of Persons Served by Literacy Programs	590
Percentage of Population Served	5.21%
Projected Average Percentage Increase in Enrollment	12%

The college will utilize the services of a part-time Assessment/ Retention Specialist and a part-time Literacy Skills Recruiter to increase student enrollment. The Assessment/Retention Specialist will develop and implement full student profiles as well as assist in developing a system for collecting, analyzing and disseminating data relative to retention. The student progress evaluation system will include pre-testing, a series of intermediate surveys, reviews, inventories and personal interviews.

Service Area: Brunswick

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Target Population	32,865
Number of Persons Served by Literacy Programs	2,206
Percentage of Population Served	6.71%
Projected Average Percentage Increase in Enrollment	13%

Caldwell is unique because it has designated three part-time persons as Assessment/Retention Specialists. The plan indicates that the college has also employed three part-time recruiters who serve in more than one area. For recruitment purposes, Caldwell uses most of the proven methods and procedures. It utilizes standardized tests for assessment. The Assessment/Retention Specialists will help identify and assist instructors and students in finding possible solutions to problems which affect retention. In the area of evaluation, literacy students are periodically tested or retested.

Successful completion of materials studied will also be bench marks of student progress, and checklists of competencies mastered will be completed.

Service Area: Watauga, Caldwell

CAPE FEAR COMMUNITY COLLEGE

Target	31,839
Number of Persons Served by Literacy Programs	947
Percentage of Population Served	2.97%
Projected Average Percentage Increase in Enrollment	53%

At Cape Fear, students are heavily recruited by two part-time persons through the local media, and fliers are sent to every home in each housing project. Standardized test scores are used to assess student needs and levels of performance. Ensuring proper placement, the use of small goals to reach larger goals, involvement of the student in his instructional plan, and providing means for monitoring and evaluating classes and student performance are strategies used for retention. Various tests, both instructor-made and standardized, are used to evaluate student progress.

Service Area: New Hanover, Pender

CARTERET COMMUNITY COLLEGE

Target Population	12,073
Number of Persons Served by Literacy Programs	445
Percentage of Population Served	3.69%
Projected Average Percentage Increase in Enrollment	29%

Recruitment by several part-time persons will consist of establishing and maintaining good community rapport with industry, schools, governmental agencies, local tax-supported agencies, ministers, other officials and civic groups/organizations. In assessing student needs and levels of performance, standardized tests are used. To ensure that students remain in the literacy program, they are counseled on their progress and the availability of resources and support. Student progress will be evaluated through pre- and post-testing.

Service Area: Carteret

CATAWBA VALLEY COMMUNITY COLLEGE

Target Population	43,280
Number of Persons Served by Literacy Programs	1,837
Percentage of Population Served	4.24%
Projected Average Percentage Increase in Enrollment	32%

Each of the four part-time and one full-time recruiter is assigned a specific geographical area. These recruiters develop and distribute recruitment information relative to the program in their service area. At the time of enrollment, standardized tests are used for assessment. At Catawba,

instructors play a major role in the retention process. To evaluate student progress, instructors will document weekly student progress and classes will be visited regularly by the literacy staff to conduct individual interviews.

Service Area: Alexander, Catawba

CENTRAL CAROLINA COMMUNITY COLLEGE

Target Population	41,228
Number of Persons Served by Literacy Programs	3,925
Percentage of Population Served	9.52%
Projected Average Percentage Increase in Enrollment	50%

Central Carolina Community College plans to utilize both full- and part-time recruiters in addition to a publicity and public awareness campaign. Tests, instructor-made and standardized, are used for assessment. Efforts are made to assist students in completing long- and short-range goals and objectives as a means of retention. Student progress is measured on a regular basis using instructor evaluations, instructor-made tests and standardized tests.

Service Area: Chatham, Harnett, Lee

CENTRAL PIEDMONT COMMUNITY COLLEGE

Target Population	84,042
Number of Persons Served by Literacy Programs	5,699
Percentage of Population Served	6.78%
Projected Average Percentage Increase in Enrollment	18%

Central Piedmont plans to develop and implement a comprehensive and coordinated recruitment plan which includes expansion of the currently operating Dropout Intervention Services. A full-time Assessment/Retention Specialist and two part-time recruiters have been hired. Assessment of student progress is achieved through the use of standardized tests. Retention strategies include reinforcing the value of goal setting, reporting by instructors of absentees, and awards and recognition for program achievers. Evaluation of student progress is accomplished by pre- and post-testing.

Service Area: Mecklenburg

CLEVELAND COMMUNITY COLLEGE

Target Population	28,741
Number of Persons Served by Literacy Programs	1,466
Percentage of Population Served	5.10%
Projected Average Percentage Increase in Enrollment	41%

Cleveland has employed two part-time Assessment/Retention Specialists; however, it is seeking funds for one full- and one part-time position. Furthermore, the college has hired two part-time recruiters for literacy. Their recruitment methods follow proven recruitment techniques. After standardized tests are administered for assessment, transcripts, test

results, and progress notes will be maintained in student files to ensure adequate assessment and placement. The instructors and Assessment/Retention Specialist pay a most important role in retention by supplying the ingredients needed to develop a secure, rewarding learning atmosphere. Cleveland Community College submitted a comprehensive program for retention, including activities for instructors, instructional design, and special activities. Student progress is measured through the successful completion of lessons based upon achievement of behavioral objectives and performance of measurable goals and tasks.

Service Area: Cleveland

COASTAL CAROLINA COMMUNITY COLLEGE

Target Population	22,445
Number of Persons Served by Literacy Programs	2,641
Percentage of Population Served	11.77%
Projected Average Percentage Increase in Enrollment	0%

To implement the recruitment of students, Coastal's four part-time recruiters will attempt to contact individuals throughout their service area. A decrease in student enrollment is expected in the ABE/GED Programs this year due to a more flexible schedule initiated in Spring Quarter 1987. This schedule cut membership hours, and the 50% reporting will also cause a decrease in student enrollment. All literacy students will be tested for assessment and placement. Records will be maintained on each student with information regarding retention efforts. Student progress will be evaluated by individual classroom instructors who will administer placement tests and maintain records regarding competencies.

Service Area: Onslow

COLLEGE OF THE ALBEMARLE

Target Population	29,358
Number of Persons Served by Literacy Programs	973
Percentage of Population Served	3.31%
Projected Average Percentage Increase in Enrollment	1%

College of the Albemarle has hired two part-time recruiters for literacy. Methods such as brochures, newspaper/ads, radio announcements, and cooperative agreements with community agencies will be used for recruitment of students. Levels of performance are measured by student performance on mastery-level and post-test standardized materials. One of the strategies used for retention is the monitoring of attendance records and progress reports periodically by instructors and the program director. Student progress is evaluated through formal and informal testing.

Service Area: Camden, Chowan, Currituck, Dare, Gates, Perquimans, Pasquotank

CRAVEN COMMUNITY COLLEGE

Target Population	17,419
Number of Persons Served by Literacy Programs	1,315
Percentage of Population Served	7.55%
Projected Average Percentage Increase in Enrollment	25%

Craven's plan to recruit students will involve use of public media, staff personnel, students, word of mouth, referrals, and assistance from community agencies. No recruiters have been hired specifically for the literary programs. Student needs are assessed by the literacy program coordinator and instructional staff through individual conferences, counseling and testing. A strong retention strategy used at Craven is to let students play an active part in their own learning experience and get their input for recommendations for the program. Student progress is evaluated by pre- and post-testing, standardized and instructor-made.

Service Area: Craven

DAVIDSON COUNTY COMMUNITY COLLEGE

Target Population	48,257
Number of Persons Served by Literacy Programs	2,044
Percentage of Population Served	4.24%
Projected Average Percentage Increase in Enrollment	3%

Recruitment efforts conducted by three part-time persons will be intensified in specific communities identified as areas of low formal education. An interview/counseling session and pre-enrollment testing will be used during the assessment process. Keeping the students informed of their progress is one strategy used to increase retention. Student progress and performance levels will be determined through standardized testing, instructor-developed testing, instructor observation and instructor-student conferences.

Service Area: Davidson, Davie

DURHAM TECHNICAL COMMUNITY COLLEGE

Target Population	46,475
Number of Persons Served by Literacy Programs	1,678
Percentage of Population Served	3.61%
Projected Average Percentage Increase in Enrollment	43%

One full-time and one part-time recruiter have been hired for the literacy program. The recruitment methods follow proven marketing techniques. Assessment methods are testing and placement, classroom attendance, instructor evaluation and post-testing. To ensure retention, follow-up will be done by the program aids and retention specialist. Students will be evaluated through pre- and post-testing.

Service Area: Durham, Orange

EDGECOMBE COMMUNITY COLLEGE

Target Population	19,573
Number of Persons Served by Literacy Programs	1,035
Percentage of Population Served	5.29%
Projected Average Percentage Increase in Enrollment	83%

Edgecombe has employed one half-time recruiter and plans to employ another at three-fourths time who will conduct recruitment drives to increase enrollment. Students will participate in in-take interviews and standardized testing for assessment. The Assessment/Retention Specialist will coordinate the collection, analyses and dissemination of literacy data on attrition and retention. Standardized and instructor-made tests are used for evaluation.

Service Area: Edgecombe

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Target Population	46,002
Number of Persons Served by Literacy Programs	5,774
Percentage of Population Served	12.55%
Projected Average Percentage Increase in Enrollment	3%

Three full-time and one part-time recruiter have been employed to work with community agencies to recruit students. No Assessment/ Retention Specialist has yet been hired at Fayetteville Technical Community College. Assessment is accomplished through standardized tests. Retention efforts include counseling and needs assessment. Student progress will be evaluated by student-instructor evaluation, formal and informal, and standardized tests.

Service Area: Cumberland

FORSYTH TECHNICAL COMMUNITY COLLEGE

Target Population	71,844
Number of Persons Served by Literacy Programs	2,216
Percentage of Population Served	3.08%
Projected Average Percentage Increase in Enrollment	19%

In addition to the full-time Assessment/Retention Specialist, four part-time recruiters have been hired to recruit for all literacy programs. Coordinators, specialists and recruiters will work along with the local Literacy Task Force. Standardized tests will be used to assess student needs and levels of performance. Pre-entry interview/assessment will ensure that the expectations and goals of prospective students match program capabilities. The peer support/buddy system approach will be used to develop better interpersonal relationships with students. Standardized tests will be used to evaluate student progress.

Service Area: Forsyth, Stokes

GASTON COLLEGE

Target Population	74,809
Number of Persons Served by Literacy Programs	2,068
Percentage of Population Served	2.76%
Projected Average Percentage Increase in Enrollment	0%

No Assessment/Retention Specialist or recruiters have been employed at Gaston. The college is not anticipating an increase in student enrollment due to budget cuts and cutbacks in staff. The program will rely mainly on referrals to recruit students. Assessment is conducted through standardized testing. Convenient scheduling of classes and labs, placement in proper materials and frequent conferences with instructor are some of the strategies used for retention. Accomplishment of personal goals and standardized tests will be used to evaluate student progress.

Service Area: Gaston, Lincoln

GUILFORD TECHNICAL COMMUNITY COLLEGE

Target Population	76,920
Number of Persons Served by Literacy Programs	4,771
Percentage of Population Served	6.20%
Projected Average Percentage Increase in Enrollment	5%

Literacy recruiters will expand their relationships with community leaders and service organizations, and there will be a program-wide emphasis on expanding into business and industry. All students entering the literacy program will be assessed through standardized testing. Instructors will be the primary resource in the effort to retain students. Competencies for all levels of instruction will be determined and assessed on an ongoing basis.

Service Area: Guilford

HALIFAX COMMUNITY COLLEGE

Target Population	28,460
Number of Persons Served by Literacy Programs	969
Percentage of Population Served	3.41%
Projected Average Percentage Increase in Enrollment	5%

At Halifax, volunteers will be utilized as recruiters. Most of the proven methods of recruitment will be utilized. Measurements of student progress will include testing, standardized and instructor-made; interviews, instructor observations and one-on-one conferences. Positive reinforcement, counseling, goal setting and pacing are tools used to ensure retention. Program evaluation will include formal and informal processes designed to determine the effectiveness of activities and objectives.

Service Area: Halifax, 1/2 Warren, 1/2 Northampton

HAYWOOD COMMUNITY COLLEGE

Target Population	15,609
Number of Persons Served by Literacy Programs	494
Percentage of Population Served	3.17%
Projected Average Percentage Increase in Enrollment	100%

Recruitment of students will be implemented through referrals and advertisement. No recruiters have been hired. The Wide Range Aptitude Test and the Adult Basic Learning Examination will be used for assessment. Retention strategies include one-on-one instructions, praise, and constant reassurance. Student progress will be evaluated through testing and work completed.

Service Area: Haywood

ISOTHERMAL COMMUNITY COLLEGE

Target Population	24,140
Number of Persons Served by Literacy Programs	1,064
Percentage of Population Served	4.41%
Projected Average Percentage Increase in Enrollment	11%

One full-time and three part-time recruiters will recruit students through publicity and personal contacts. Student needs and levels of performance will be assessed through standardized testing. Students will be encouraged to remain in the program until they meet their objectives. Students' progress will be evaluated on an ongoing basis, both formally and informally.

Service Area: Polk, Rutherford

JAMES SPRUNT COMMUNITY COLLEGE

Target Population	14,919
Number of Persons Served by Literacy Programs	523
Percentage of Population Served	3.51%
Projected Average Percentage Increase in Enrollment	20%

Media coverage, newspaper coverage on class meetings and student accomplishments are part of the recruitment campaign at James Sprunt. Two part-time recruiters have been hired. Students are assessed through testing, individual conferences and observation of performances. Preventive counseling is utilized to increase retention. Instructor contact, attendance, participation, counseling, instructor observation, unit test, and completion of assigned materials are all used to evaluate student progress.

Service Area: Duplin

JOHNSTON COMMUNITY COLLEGE

Target Population	24,574
Number of Persons Served by Literacy Programs	2,376

Percentage of Population Served	9.67%
Projected Average Percentage Increase in Enrollment	25%

The Assessment/Retention Specialist (who has not been hired), one full-time and one part-time recruiter will implement the recruitment process. Various diagnostic tests will be used to determine placement and levels of performance. Some of the strategies to ensure student retention will be open communication, providing emotional support and sensitivity, and use of stimulating instructional methods. Testing, instructor evaluation and counseling will be used to evaluate student progress.

Service Area: Johnston

LENOIR COMMUNITY COLLEGE

Target Population	28,185
Number of Persons Served by Literacy Programs	2,330
Percentage of Population Served	8.27%
Projected Average Percentage Increase in Enrollment	8%

The Assessment/Retention Specialist and 13 part-time recruiters will implement recruitment procedures. Interviews, counseling sessions and standardized tests will be used for assessment. For retention purposes, Compensatory Education utilizes individualized objective plans, in sequential instructional order, with monthly progress graphs and quarterly progress narratives. Goal setting documentation and unit test mastery will be used to evaluate student progress.

Service Area: Greene, Lenoir, Jones

MARTIN COMMUNITY COLLEGE

Target Population	17,916
Number of Persons Served by Literacy Programs	1,255
Percentage of Population Served	7.01%
Projected Average Percentage Increase in Enrollment	9%

With one full-time and two part-time recruiters, recruitment and marketing efforts reveal to the target population that instruction is available to improve literacy skills. Goal setting interviews and standardized tests will be used to assess students. Positive reinforcement, recognition of progress and encouragement will be used to help students stay in school. Student performance is measured and evaluated according to: 1) pre-test scores, 2) informal daily progress checks, and 3) post-test scores.

Service Area: Martin, 1/2 Bertie, Washington

MAYLAND COMMUNITY COLLEGE

Target Population	16,178
Number of Persons Served by Literacy Programs	822
Percentage of Population Served	5.08%
Projected Average Percentage Increase in Enrollment	16%

With the services of a full-time recruiter, Mayland will follow most of the proven recruitment strategies. Student needs and levels of performance will be assessed by instructor observation, the use of standardized tests, and instructor-made inventories. For retention, the program will provide proper placement, sensitive instructors, and utilize effective instructional methods. Mastery tests and instructor observation will be used for evaluation.

Service Area: Mitchell, Avery, Yancey

McDOWELL TECHNICAL COMMUNITY COLLEGE

Target Population	12,892
Number of Persons Served by Literacy Programs	422
Percentage of Population Served	3.27%
Projected Average Percentage Increase in Enrollment	1%

A full-time Assessment/Retention Specialist and a full-time recruiter will work in McDowell County to accomplish their objectives. The WRAT will be used to assess student needs and the Cambridge Pre- and Post-GED tests will be administered to measure progress. Quality instruction and a world of tender, loving care are two of the ingredients of the retention plan. Evaluation will consist of pre- and post-testing.

Service Area: McDowell

MITCHELL COMMUNITY COLLEGE

Target Population	27,732
Number of Persons Served by Literacy Programs	1,021
Percentage of Population Served	3.68%
Projected Average Percentage Increase in Enrollment	6%

Recruiters will be assigned specific recruitment areas of responsibility. Student levels of performance are assessed by placement inventories and counseling sessions. Adult-oriented materials, various instructional techniques and student progress records will be used to increase retention. Student progress will be evaluated continually based on instructor observation as well as pre- and post tests throughout the curriculum in each subject area.

Service Area: Iredell

MONTGOMERY COMMUNITY COLLEGE

Target Population	8,569
Number of Persons Served by Literacy Programs	255
Percentage of Population Served	2.98%
Projected Average Percentage Increase in Enrollment	5%

Students will be recruited using various types of media, door-to-door canvassing and referral from other service agencies. Assessment will be by standardized and/or instructor-made tests scores. Progress will be ensured through the involvement of students in challenging, yet success-oriented

activities and promptly contacting absentees. Student progress will be evaluated via unit and/or chapter tests and standardized tests when appropriate.

Service Area: Montgomery

NASH COMMUNITY COLLEGE

Target Population	22,049
Number of Persons Served by Literacy Programs	1,369
Percentage of Population Served	6.21%
Projected Average Percentage Increase in Enrollment	10%

No Assessment/Retention Specialist or recruiters have been hired to date at Nash Community College. When hired, they will implement the proven recruitment procedures. Standardized test scores will be used for assessment. For retention, initial interviews will be conducted to assess needs and set goals. Instructor-made and standardized tests will be used for evaluation of student progress.

Service Area: Nash

PAMLICO COMMUNITY COLLEGE

Target Population	3,595
Number of Persons Served by Literacy Programs	237
Percentage of Population Served	6.59%
Projected Average Percentage Increase in Enrollment	15%

Constant check with high school for a dropout list is one of the recruitment methous used at Pamlico. A part-time Assessment/Retention Specialist and one part-time recruiter have been hired. Formally, students are assessed through standardized test scores and informally by instructor-made tests, observation and counseling. Continual encouragement, varied and interesting classes and informal progress reports are vital to retention. Testing, quarterly progress reports and student records help to document progress.

Service Area: Pamlico

PIEDMONT COMMUNITY COLLEGE

Target Population	18,476
Number of Persons Served by Literacy Programs	1,064
Percentage of Population Served	5.76%
Projected Average Percentage Increase in Enrollment	13%

One full-time and three part-time recruiters have been hired. Standardized tests are used to assess student needs and levels of performance. Setting realistic long- and short-term goals and evaluating with students their progress towards those goals have aided in retention. Student progress is evaluated through tests, observations and interviews.

Service Area: Caswell, Person

PITT COMMUNITY COLLEGE

Target Population	22,623
Number of Persons Served by Literacy Programs	1,667
Percentage of Population Served	7.37%
Projected Average Percentage Increase in Enrollment	4%

Pitt has hired six part-time recruiters. Standardized tests and counseling are used to assess student needs and levels of performance. Retention efforts include periodic feedback to students on their process in meeting goals and training instructors in methodology of retention. Student progress is measured by testing and counseling.

Service Area: Pitt

RANDOLPH COMMUNITY COLLEGE

Target Population	33,581
Number of Persons Served by Literacy Programs	1,527
Percentage of Population Served	4.55%
Projected Average Percentage Increase in Enrollment	57%

Eight full-time and two part-time recruiters have been hired. Student needs and levels of performance are assessed by standardized tests. Setting realistic goals, awarding of McDonald's Restaurant incentives for regular attendance and hosting Annual Recognition Day to honor progress of students have aided in retention. Student progress is measured by quarterly testing and administration of a variety of tests to guard against false positive assessments.

Service Area: Randolph

RICHMOND COMMUNITY COLLEGE

Target Population	26,196
Number of Persons Served by Literacy Programs	2,317
Percentage of Population Served	8.85%
Projected Average Percentage Increase in Enrollment	9%

Two part-time recruiters have been hired. Pre-tests are administered to assess student needs and levels of retention. Training instructors in retention strategies has aided in student retention. Student progress is evaluated by mastery tests.

Service Area: Richmond, Scotland

ROANOKE-CHOWAN COMMUNITY COLLEGE

Target Population	16,734
Number of Persons Served by Literacy Programs	947
Percentage of Population Served	5.66%

Projected Average Percentage Increase in Enrollment	50%

Roanoke-Chowan Community College has hired five part-time recruiters. Student needs and levels of performance are assessed by standardized tests. Establishment of short- and long-term goals with students and frequent feedback to students on progress have aided in student retention. Student progress is measured by periodic testing.

Service Area: Hertford, 1/2 Bertie, 1/2 Northampton

ROBESON COMMUNITY COLLEGE

Target Population	34,014
Number of Persons Served by Literacy Programs	1,684
Percentage of Population Served	4.95%
Projected Average Percentage Increase in Enrollment	26%

Robeson has hired three full-time and two part-time recruiters. Standardized and/or instructor developed pre- and post tests are utilized to assess student needs and levels of performance. Setting attainable goals, as well as ongoing surveys and interviews to ensure that student needs are met, have aided in retention. Student progress is measured through comparative testing and by analyzing student goal achievement.

Service Area: Robeson

ROCKINGHAM COMMUNITY COLLEGE

Target Population	31,436
Number of Persons Served by Literacy Programs	1,072
Percentage of Population Served	3.41%
Projected Average Percentage Increase in Enrollment	6%

An Assessment/Retention Specialist has been hired; however, no recruiters have been hired at Rockingham Community College. Student needs and levels of performance are assessed by standardized and institutionally developed tests after which students are referred to the most appropriate literacy program by evaluators. Frequent feedback to students on their progress, as well as attempts to contact absentees by telephone and by mail, will aid in retention. Institutionally developed checklists are used to measure student progress, and students are urged to set goals for achievement of new skills.

Service Area: Rockingham

ROWAN-CABARRUS COMMUNITY COLLEGE

Target Population	63,936
Number of Persons Served by Literacy Programs	1,996
Percentage of Population Served	3.12%
Projected Average Percentage Increase in Enrollment	38%

Rowan has hired seven full-time and three part-time recruiters. Personal interviews and standardized tests are used to assess student needs and levels of performance. Students are then prescribed a course of study which utilizes materials of a multi-level range to meet student needs. Retention efforts include positive instructor-student relationships and up-to-date monitoring of student progress. Student progress is measured through pre- and post tests, oral conferences and instructor observation.

Service Area: Cabarrus, Rowan

SAMPSON COMMUNITY COLLEGE

Target Population	17,300
Number of Persons Served by Literacy Programs	1,154
Percentage of Population Served	6.67%
Projected Average Percentage Increase in Enrollment	20%

Two part-time recruiters have been hired at Sampson Community College. An assessment interview is conducted, demographic information is collected and tests are administered as part of the assessment process. The availability of classes from morning until late night at convenient sites has aided in retention. Student progress is measured through instructor assessment and successful completion of a prescribed program.

Service Area: Sampson

SANDHILLS COMMUNITY COLLEGE

Target Population	20,865
Number of Persons Served by Literacy Programs	1,440
Percentage of Population Served	6.90%
Projected Average Percentage Increase in Enrollment	2%

Sandhills Community College has hired nine part-time recruiters. Student needs are assessed by testing, observation and questionnaires. Identifying individual needs and setting short-term goals aid in retention. Student progress is evaluated through pre- and post-testing, counseling, conferences and analyzing student goal achievement.

Service Area: Hoke, Moore

SOUTHEASTERN COMMUNITY COLLEGE

Target Population	18,159
Number of Persons Served by Literacy Programs	1,010
Percentage of Population Served	5.56%
Projected Average Percentage Increase in Enrollment	33%

Fifteen part-time recruiters have been hired at Southeastern Community College. Individual conferences to determine personal goals and placement tests are used to assess student needs and levels of performance. Volunteer tutors in classrooms to assist non-readers will aid in retention.

Student progress is measured through personal interviews, standardized tests, syllabi competencies and instructor observation.

Service Area: Columbus

SOUTHWESTERN COMMUNITY COLLEGE

Target Population	18,004
Number of Persons Served by Literacy Programs	615
Percentage of Population Served	3.42%
Projected Average Percentage Increase in Enrollment	130%

Southwestern Technical College has hired three part-time recruiters. Student needs and levels of performance are assessed by standardized testing. Frequent counseling of students on their progress has aided in retention. Student progress is evaluated by classroom observation by supervisors, retention specialists, instructors and volunteers, and by the maintenance of progress folders outlining test scores and materials used.

Service Area: Jackson, Macon, Swain

STANLY COMMUNITY COLLEGE

Target Population	28,078
Number of Persons Served by Literacy Programs	1,850
Percentage of Population Served	6.59%
Projected Average Percentage Increase in Enrollment	6%

Two full-time and three part-time recruiters have been hired at Stanly Community College. Student needs and levels of performance are assessed by standardized tests. Retention efforts include providing instructional assistance to students in identifying objectives. Student progress is measured through quarterly assessment to include testing and periodic review of goal achievements by the instructor.

Service Area: Stanly, 1/2 Union

SURRY COMMUNITY COLLEGE

Target Population	35,160
Number of Persons Served by Literacy Programs	1,633
Percentage of Population Served	4.64%
Projected Average Percentage Increase in Enrollment	1%

An Assessment/Retention Specialist has been hired at Surry Community College; however, no recruiters have been employed. Student needs are assessed through individual conferences, interest inventories and achievement tests. Maintenance of individual progress files on students and frequent feedback to students on their progress have aided in retention. Periodic testing is used to evaluate student progress.

Service Area: Surry, Yadkin

TRI-COUNTY COMMUNITY COLLEGE

Target Population	12,492
Number of Persons Served by Literacy Programs	265
Percentage of Population Served	2.12%
Projected Average P. centage Increase in Enrollment	29%

Six part-time recruiters have been hired at Tri-County Community College. Student needs and levels of performance are assessed through conferences, standardized testing and goal setting. Special emphasis on providing in-service training to instructors on the importance of dealing positively with adults, as well as providing a high quality of instruction, aid in retention. Student progress is evaluated by periodic review of goal achievements with the student through the use of individual progress records in the form of flow charts.

Service Area: Cherokee, Clay, Graham

VANCE-GRANVILLE COMMUNITY COLLEGE

Target Population	40,964
Number of Persons Served by Literacy Programs	1,362
Percentage of Population Served	3.33%
Projected Average Percentage Increase in Enrollment	4%

Vance-Granville Community College has hired one part-time and one full-time recruiter. Informal and formal placement tests are administered to determine grade level and degree of competencies, and students are placed based on their reading level. Personal counseling, flexible class schedules and convenient class locations aid in retention. Pre- and post tests are used to evaluate student progress.

Service Area: Vance, Franklin, Granville, 1/2 Warren

WAKE TECHNICAL COMMUNITY COLLEGE

Target Population	54,437
Number of Persons Served by Literacy Programs	5,480
Percentage of Population Served	10.07%
Projected Average Percentage Increase in Enrollment	4%

Four full-time recruiters have been hired at Wak Technical Community College. Standardized tests are used to assess student needs and levels of performance. Retention efforts include referral to other programs once primary objectives are met. Student progress is measured informally during class sessions and formally by using a variety of standardized tests and post tests.

Service Area: Wake

WAYNE COMMUNITY COLLEGE

Target Population	25,905
Number of Persons Served by Literacy Programs	1,686
Percentage of Population Served	6.51%
Projected Average Percentage Increase in Enrollment	6%

Wayne has hired eight part-time recruiters. Student needs and levels of performance are assessed through standardized testing. Immediate follow-up on absentees, additional tutoring and recognition of student achievement through certificates and award ceremonies aid in retention. Student progress is measured through a variety of pre- and post tests.

Service Area: Wayne

WESTERN PIEDMONT COMMUNITY COLLEGE

Target Population	26,908
Number of Persons Served by Literacy Programs	2,507
Percentage of Population Served	9.32%
Projected Average Percentage Increase in Enrollment	9%

Western Piedmont Community College has hired one full-time and one part-time recruiter. A variety of standardized tests are used to assess student needs and levels of performance. Periodic personal interviews with students to assess student satisfaction with all aspects of their program and frequent feedback to students on their progress by instructors have aided in retention. Student progress is measured by student verbal and non-verbal communications, pre- and post testing and student progress in view of stated educational objectives.

Service Area: Burke

WILKES COMMUNITY COLLEGE

Target Population	35,465
Number of Persons Served by Literacy Programs	956
Percentage of Population Served	2.70%
Projected Average Percentage Increase in Enrollment	9%

One full-time recruiter has been hired at Wilkes. Student progress and levels of performance are assessed through interviews to determine student interests and goals and a variety of achievement and placement tests. The student and instructor then decide on the most appropriate program based on test results. Retention efforts include monitoring students who experience difficulties to determine whether to change instructional strategies. Student progress is measured by formal written tests in each subject studied.

Service Area: Alleghany, Ashe, Wilkes

WILSON COUNTY TECHNICAL COLLEGE

Target Population	20,980
Number of Persons Served by Literacy Programs	1,607
Percentage of Population Served	7.66%
Projected Average Percentage Increase in Enrollment	10%

Wilson has hired six part-time recruiters. Student needs are assessed through counseling by literacy staff and placement testing. Ongoing counseling and charting of student progress have aided in retention. Student progress is evaluated through unit/mastery testing and instructor observations.

Service Area: Wilson

Total Target Population	**1,738,084**
Total Number of Persons Served by Literacy Programs	**95,972**
Percentage of Population Served	**5.52%**
Projected Average Percentage Increase in Enrollment	**23%**

APPENDIX C: SURVEY QUESTIONNAIRES

C1: Program Director Questionnaire

C2: Instructor Questionnaire

C3: Student Questionnaire

Appendix C1: Program Director Questionnaire

N.C. DEPARTMENT OF COMMUNITY COLLEGES LITERACY STUDY

PROGRAM DIRECTOR SURVEY

Site: _____

Name: _____ Title: _____

Mailing Address: _____

Phone Number: (___)_____

DIRECTIONS FOR FILLING OUT QUESTIONNAIRE

For each question, circle the number that indicates the appropriate response or responses. Do not leave any questions unanswered. Please return the completed survey in the enclosed self-addressed stamped envelope. If you have any questions call Dr. Donna Hughes or Ms. Sarah Lein at (919) 737-3211 between 9 a.m. and 5 p.m. Monday through Friday.

Please indicate below the program type that you direct. [CIRCLE ONE].

Program Type	
ABE	1
GED	2
AHS	3
Compensatory Ed	4
ESL (if separate from ABE)	5
Literacy Council	6

ID ___-___ ___ ___
Card 1

1. **These first few questions deal with the educational services that your program provides. [IF YOU ANSWER "YES" TO SECTION I, ANSWER SECTION II.]**

I. Does your program provide classroom instruction by professional instructors?

II. **IF YES:** Is this service available during the day day evening, or weekend? **[CIRCLE ALL THAT APPLY]**

	SECTION I		SECTION II					
			Day		Evening		Weekend	
	YES	NO	YES	NO	YES	NO	YES	NO
For grade levels:								
a. 0 - 4?	1	2	1	2	1	2	1	2
b. 5 - 8?	1	2	1	2	1	2	1	2
c. English as a Second Language?	1	2	1	2	1	2	1	2
d. GED preparation?	1	2	1	2	1	2	1	2
e. AHS classes?	1	2	1	2	1	2	1	2
f. Comp. Ed?	1	2	1	2	1	2	1	2

I. Does your program provide one-on-one volunteer tutoring outside the classroom?

II. **IF YES:** Is this service available during the day evening, or weekend? **[CIRCLE ALL THAT APPLY]**

	SECTION I		SECTION II					
			Day		Evening		Weekend	
	YES	NO	YES	NO	YES	NO	YES	NO
For grade levels:								
g. 0 - 4?	1	2	1	2	1	2	1	2
h. 5 - 8?	1	2	1	2	1	2	1	2
i. English as a Second Language?	1	2	1	2	1	2	1	2
j. GED preparation?	1	2	1	2	1	2	1	2
k. AHS Classes?	1	2	1	2	1	2	1	2
l. Comp. Ed.?	1	2	1	2	1	2	1	2

1. (cont'd) **[IF YOU ANSWER "YES" TO SECTION I, PLEASE ANSWER SECTION II.]**

I. Does your program provide the following educational services?			II. Is this service available during the day, evening, or or weekend? [CIRCLE ALL THAT APPLY]					
SECTION I			**SECTION II**					
			Day		**Evening**		**Weekend**	
For grade levels:	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**
m. Diagnostic screening or testing for specific learning disabilities at program entry?	1	2	1	2	1	2	1	2
n. Assessment of students' reading levels and basic skills at program entry?	1	2	1	2	1	2	1	2
o. Post-testing of students' reading levels and basic skills?	1	2	1	2	1	2	1	2
p. Learning labs/ drop-in skill centers?	1	2	1	2	1	2	1	2
q. Any other educational services not mentioned? **[SPECIFY]** _____	1	2	1	2	1	2	1	2
r. _____	1	2	1	2	1	2	1	2

DUP ID
Card 2

2. What diagnostic tests, if any, does your program use?
(CIRCLE ALL THAT APPLY)

a. WRAT 1
b. TABE 1
c. STANFORD 1
d. OTHER **[SPECIFY]**_____ 1

---

3. Does your program operate: **(CIRCLE ONE RESPONSE)**

12 months 1
Only during school year, or 2
On some other schedule **[SPECIFY]**. . .3

_____

---

4. In which of the following settings do you provide classes, instruction, or tutoring? **(CIRCLE YES OR NO FOR EACH ITEM)**

	YES	NO
a. public school building classrooms	1	2
b. college/university building	1	2
c. community college.....	1	2
d. library	1	2
e. church.....	1	2
f. neighborhood center.....	1	2
g. students' homes.....	1	2
h. volunteer tutors' homes.....	1	2
i. correctional facility	1	2
j. business/industrial setting.....	1	2
k. any other?.....	1	2

[SPECIFY] _____

5. This question focuses on educational methods and formats used in your program. **[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW. IF YOU ANSWER "NO" TO SECTION I, PLEASE ANSWER SECTION II.]**

I. Which of the following educational formats does your program use?

II. **IF NO:** How important is it to incorporate each method or format into your program? Is it a top, medium, or low priority?

	SECTION I		**SECTION II**		
	YES	**NO**	**Top**	**Medium**	**Low**
a. classroom instruction	1	2	1	2	3
IF YES: What is the average basic skill or remedial class size? ___ ___					
b. one-to-one tutoring?	1	2	1	2	3
c. mobile vans?	1	2	1	2	3
d. computer-assisted instruction	1	2	1	2	3
e. audio tape instruction	1	2	1	2	3
f. cable T.V. instruction	1	2	1	2	3
g. any other?	1	2	1	2	3
[SPECIFY] _____					
h. any other?	1	2	1	2	3
[SPECIFY] _____					

6. Does your program work directly, in joint ventures or in other formal arrangements, with any of the following programs or organizations to plan or to provide educational or support services or to recruit new students? **Please keep in mind that we are not interested in informal referrals or contacts. We would like to know about formal agreements.**
[CIRCLE YES OR NO FOR EACH ITEM]

	Yes	No
a. K-12 School programs?.....	1	2
b. Businesses/local companies?.....	1	2
c. Libraries?.....	1	2
d. County Human Service departments?.....	1	2
e. Jobs services/JTPA?.....	1	2
f. Vocational rehabilitations?.....	1	2
g. Correctional centers/jails?.....	1	2
h. Churches?.....	1	2
i. County Extension/Agricultural Extension office?....	1	2
j. Public health agency?.....	1	2
k. Chemical abuse treatment centers?.....	1	2
l. Public housing projects?.....	1	2
m. Community centers?.....	1	2
p. Any other program or organization not mentioned?...	1	2

[SPECIFY] _____

---

7. Does your program charge a fee for:

	Yes	No
a. Instruction?.	1	2
b. Books/program materials?. . . .	1	2
c. Anything else? _____	1	2

_____

8a. To receive your services, must students already read at a certain minimum grade level?

Yes 1
No 2

b. **IF YES:** What grade level is that? __ __

9a. Are there other eligibility criteria that a student must meet to receive your service?

Yes 1
No 2

b. **IF YES, WHAT CRITERIA:** _____

_____

10a. What type of adults is your program designed to serve?

_____

_____

b. Is there any type of student that your program can't serve?

Yes 1
No 2

c. **IF YES, WHAT TYPE:** _____

_____

_____

11a. Does your program have a waiting list of students; that is, a list of students waiting to receive services from your program? **[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW. IF YOU ANSWER "YES," PLEASE ANSWER PARTS A, B, & C BELOW.]**

Yes 1

No. 2

IF YES:

b. Which types of educational services have waiting lists?	**EDITOR CODE**		c. How many students are on the waiting list for **[SERVICE]**?
_____	_____	(69)	_____
_____	_____	(72)	_____
_____	_____	(75)	_____
_____	_____	(78)	_____

DU D
CARD 3

d. Why does your program have a waiting list? **[CIRCLE ALL THAT APPLY]:**

Need more one-on-one tutors 1

Need more classrooms.....1

Increased student interest.....1

Lack of qualified instructors.....1

Need more support services.....1

[SPECIFY] _____

Need more funding to provide services.....1

Other **[SPECIFY]** _____ 1

e. **IF NO:**

How many more students could your program accommodate without additional funding?

___ ___ ___

12. This question deals with support services your program might provide. **[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" TO PART I, ANSWER PARTS II, III, IV, AND V.]**

	SECTION I		**SECTION II**			**SECTION III**					
	I. Does your program formally provide any of the following support services?		II. **IF YES:** Who provides each service: classroom instructors, other support staff in program, or another provider outside your program?			III. **IF YES:** Is this service available during the day, evening, weekend? **(CIRCLE ALL THAT APPLY)**					
						Day		**Evening**		**Weekend**	
		Yes **No**	**Instructors**	**Staff**	**Other**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
a.	educational counseling/ planning	1 2	1	2	3	1	2	1	2	1	2
b.	career assessment/ employment counseling	1 2	1	2	3	1	2	1	2	1	2
c.	job seeking skills development	1 2	1	2	3	1	2	1	2	1	2
d.	job placement referral	1 2	1	2	3	1	2	1	2	1	2
e.	transportation	1 2	1	2	3	1	2	1	2	1	2
f.	child care	1 2	1	2	3	1	2	1	2	1	2
g.	any other support services provided **[SPECIFY]** _____	1 2	1	2	3	1	2	1	2	1	2

12. (continued)

[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" TO PART I, ANSWER PARTS II, III, IV, AND V.]

		SECTION IV				SECTION V	
IV.	Are these services available 12 months a year, only during the school year, or on some other schedule?					V. Can students schedule any of these services individually to fit their own schedule?	
		12 Months	During School Year	Other	If other, Specify Schedule	Yes	No
a.	educational counseling/ planning	1	2	3	_____	1	2
b.	career assessment/ employment counseling	1	2	3	_____	1	2
c.	job seeking skills development	1	2	3	_____	1	2
d.	job placement/referral	1	2	3	_____	1	2
e.	transportation	1	2	3	_____	1	2
f.	child care	1	2	3	_____	1	2

DUP ID
CARD 4

13. This question focuses on services your program provides on a formal basis. **[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" I, PLEASE ANSWER SECTION II.]**

SECTION I			SECTION II		
I. Does your program formally provide any of the following services?	YES	NO	II. IF YES: Is service provided by instructor, staff, or both? Instructor	Staff	Other
a. financial aid assistance	1	2	1	2	3
b. personal/family counseling (not drug or alcohol)	1	2	1	2	3
c. drug/alcohol counseling	1	2	1	2	3
e. health services	1	2	1	2	3
f. support groups	1	2	1	2	3
g. services for students with learning disabilities	1	2	1	2	3
h. interpreters for hearing impaired	1	2	1	2	3
i. social/cultural programs	1	2	1	2	3
j. follow-up after student leaves	1	2	1	2	3
k. information/ referral	1	2	1	2	3
l. any other support services? **[SPECIFY]** _____	1	2	1	2	3
m. any other support services? **[SPECIFY]** _____	1	2	1	2	3

The next questions concern your program's priorities for program development. Please remember that these questions are designed to provide a better understanding of the status of programs today and to help develop a plan for improving literacy service delivery system.
[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW.]

14a. Does your program have a curriculum center or professional library where instructors and tutors can keep abreast of new materials and developments in instructing adults basic skills?

Yes. **(Go to Q. 15)** .1
No 2

b. **IF NO:** How important is it for your program to develop such a library? Is it a top priority, a medium priority, or a low priority?

Top priority?. . . .1
Medium priority? . .2
Low priority?. . . .3

---

15. What specific instructional materials does your program use? **[CIRCLE ALL THAT APPLY]**

IF YES: Would you say this material is very effective, somewhat effective, or not effective in improving your students' basic skill level?

		YES	Very Eff.	Somewhat Effective	Not Eff.
a.	Cambridge reading series materials?. . .	.1	1	2	3
b.	Project Read materials?	.1	1	2	3
c.	Laubach materials?	.1	1	2	3
d.	LVA materials?	.1	1	2	3
e.	GED preparation materials?	.1	1	2	3
f.	Orton-Gillingham materials?.	.1	1	2	3
g.	Sims materials?	.1	1	2	3
h.	Schmueller materials?	.1	1	2	3
i.	ESL materials?	.1	1	2	3
j.	Any other material? **(SPECIFY)**_____ .	.1	1	2	3
k.	Any other material? **(SPECIFY)**_____ .	.1	1	2	3

16a. Would you say that your program publicizes its services and conducts outreach for students a great deal, somewhat, or not at all?

A great deal. . . . 1

Somewhat. 2

Not at all. 3

b. How important is it for your program to expand its outreach in the next 12 months? Is it a:

Top priority?. . . .1

Medium priority? . .2

Low priority?. . . .3

c. What outreach techniques do you think get the best results?

_____

_____

_____

---

17. Please describe the type of students that are currently enrolled in your program in terms of age, level of education, income, and other relevant traits. _____

_____

_____

---

18. What type of student would you attempt to attract to your program if you expanded your outreach efforts? _____

_____

_____

_____

This next question deals with your program's needs to develop its adult education and basic skills.

19. Using the responses, "a great deal", "some," or "little," how much improvement would you like your program to make in each of the following program activities over the next several years.

How much improvement is needed in:

		A Great Deal	Some	Little	Does Not Apply
a.	publicizing your services and attracting students/outreach?	1	2	3	8
c.	volunteer training?	1	2	3	8
d.	responding to the support service needs of students (e.g.child care or employment counseling)?	1	2	3	8
e.	networking/working directly with other related programs/ organizations?	1	2	3	8
f.	curricula development?	1	2	3	8
g.	diagnosing and asserting students' educational needs and goals?	1	2	3	8
h.	testing students'academic progress?	1	2	3	8
i.	availability of resources for general program operation?	1	2	3	8
j.	evaluating the effectiveness of instruction and materials and assessing impact of services on students?	1	2	3	8
k.	keeping up-to-date records on student characteristics and performance, for monitoring and reporting services provided through your program?	1	2	3	8
l.	Staff/in-service training	1	2	3	8
m.	Other **[SPECIFY]** _____	1	2	3	8

_____

---

20. Of the program activities above you would like to improve "a great deal," which one needs the most improvement?

[RECORD NUMBER OF THE ACTIVITY IN QUESTION 19 HERE] __ __

DUP ID
CARD 5

These next questions deal with volunteers, paid staff, and program costs.

21a. Does your program use volunteers? Yes 1
No. 2

IF YES:

b. How many volunteers does your program have? ___

c. Which of the following functions do your volunteers perform?

	Yes	No
1. tutoring/instructoring.	1	2
2. volunteer coordination.	1	2
3. outreach.	1	2
4. clerical.	1	2
5. other tasks	1	2

[SPECIFY] _____

d. **IF NO:** Is there any particular reason why not?

_____

---

22. How many administrators, directors, or coordinators does your program currently have?

[RECORD NUMBER] ___

---

23. How many of those hold full-time positions?

[RECORD NUMBER] ___

---

24. How many of the administrators also instruct?

[RECORD NUMBER] ___

25. How many of your instructors (both paid and volunteer) instruct at least one classroom course per year? **[RECORD NUMBER]**

a. Paid ___

b. Volunteer ___

---

26. How many of these are full time? **[RECORD NUMBER]**

a. Paid ___

b. Volunteer ___

27a. Are there specific qualifications you require for someone to instruct in your program?

Yes. 1

No 2

b. **IF YES, SPECIFY:** _____

_____

_____

---

28. What are your sources of program funds? **[CIRCLE ALL THAT APPLY.]**

	YES	NO
a. Federal	1	2
b. State	1	2
c. Federal/State	1	2
d. Private	1	2
e. Local	1	2
f. Other **[SPECIFY]** . . .	1	2

_____

_____

---

29. Does your program routinely collect feedback via structured/standardized questionnaires from its students about their satisfaction with the instruction, the materials, and the services your program provides?

Yes. 1

No 2

30. In your opinion, what are the most pressing needs that your program faces in providing literacy services with respect to:

a. instructional materials _____

_____

_____

b. instructional techniques _____

_____

_____

c. recruiting students _____

_____

_____

d. retention of students _____

_____

_____

---

31. Any other comments or suggestions about literacy programs in general and ways to reduce illiteracy? _____

_____

_____

_____

Thank you for your time in completing this survey. We appreciate your participation.

Appendix C2: Instructor Questionnaire

INSTRUCTOR SURVEY INTRODUCTION

Hello, May I speak to _____?

Hello, My name is _____, and I am calling from the Center for Urban Affairs at North Carolina State University. We are conducting a study for the North Carolina Department of Community Colleges. As part of the study we are interviewing literacy and basic education instructors throughout North Carolina. We are interested in your ideas about how to improve the delivery of services to adult learners as well as how to better understand your own needs for training and support within your program.

Your participation is voluntary and confidential. Your answers will be grouped with those of other participants and no person's name will ever appear in any report. The survey takes about 20 minutes. Can I interview you now?

Could I call you back later today? tomorrow?

When is better for you?

CONTACT	DATE	TIME	STATUS	COMMENT
FIRST	_____	A.M./P.M.	_____	_____
SECOND	_____	A.M./P.M.	_____	_____
THIRD	_____	A.M./P.M.	_____	_____

TIME INTERVIEW: BEGAN _____ A.M./P.M. ENDED _____ A.M./P.M.

STATUS CODES

AM	ANSWERING MACHINE	NL	NO LISTING/UNPUBLISHED
BS	BUSY SIGNAL	OS	OUT OF SVC/DISCONNECT
CB	CALL BACK OR APPOINTMENT SET	PC	PARTIALLY COMPLETED
CI	COMPLETED INTERVIEW	RF	REFUSAL
CL	COULD NOT LOCATE	TI	TERMINATED INTERVIEW
NA	NOT AVAILABLE	WN	WRONG NUMBER

ID ___ Card 1

1. With what program are you primarily affiliated?

Community College ABE 1
Community College GED 2
Community College Adult HS Diploma 3
Community College Comp. Ed. 4
A local literacy council 5
Other (SPECIFY: _____) 6

---

2. In your program do you serve as a:

paid instructor 1
volunteer, or 2
both? 3

3. Which of the following educational services do you personally provide at present?

Do you provide classroom or laboratory instruction in basic academic skills for grade levels . . . ?

		YES	NO
a.	0-4	1	2
b.	5-8	1	2
c.	GED preparation	1	2
d.	Adult HS Diploma Program	1	2
e.	Comp. Ed	1	2
f.	Other (SPECIFY _____)	1	2

Do you provide tutoring for grade levels . . . ?

		YES	NO
g.	0-4	1	2
h.	5-8	1	2
i.	GED preparation	1	2
j.	Adult HS Diploma Program	1	2
k.	Comp. Ed	1	2
l.	Other (SPECIFY: _____)	1	2

4. In which of the following settings are you currently working with students? **[READ EACH RESPONSE. CIRCLE YES OR NO.]**

	YES	NO
a. A large classroom setting (10 or more students)?	1	2
b. A small group setting (10 or fewer students)?	1	2
c. One-on-one	1	2

---

5. Which of the following settings is most effective for helping adults learn to read? **[READ EACH RESPONSE. CIRCLE ONLY ONE.]**

Large classroom (10 or more students)? 1
Small group (5 or fewer students)? 2
One-on-one 3

---

6. How many hours per week do you currently instruct/tutor basic skills to adults?

total hours per week ___ ___

---

7. How many of these are paid hours?

total paid hours ___ ___

---

8. How many students are you directly working with currently? ___ ___ ___

9. What specific instructional materials does your program use? **[READ LIST. CIRCLE ALL MENTIONED]**

IF USED: Would you say this material is very effective, somewhat effective, or not effective in improving your students' basic skill level?

	YES	Very Eff.	Somewhat Effective	Not Eff.
a. Cambridge reading series materials?	1	1	2	3
b. Project Read materials?	1	1	2	3
c. Laubach materials?	1	1	2	3
d. LVA materials?	1	1	2	3
e. GED preparation materials?	1	1	2	3
f. Orton-Gillingham materials?	1	1	2	3
g. Sims materials?	1	1	2	3
h. Schmueller materials?	1	1	2	3
i. ESL materials?	1	1	2	3
j. Any other materials? **(SPECIFY)**_____	1	1	2	3

_____

_____

---

10. What are the major problems adult students face in learning to read? **[DO NOT READ LIST. CIRCLE ALL MENTIONED.]**

a. Family problems 1
b. Lack of transportation. 1
c. Lack of motivation to learn 1
d. Self-esteem 1
e. Other **(SPECIFY)**_____ 1

_____

11. Do you experience any of the following problems in instructing adults to read? **[READ LIST. CIRCLE ALL THAT APPLY.]**

		YES	NO
a.	Too many students in class	1	2
b.	Students lack motivation	1	2
c.	Instructional materials are poor.	1	2
d.	Students have been out of school too long.	1	2
e.	Any other problems? **(SPECIFY)**_____	1	2

_____

---

12. I am going to read you a list of support services. From your experience with students, how important is it for a program to provide each of the following support services? For each service, tell me if it is very important, somewhat important, or not important to offer?

		Very Important	Somewhat Important	Not Important	Do Not Know
a.	educational counseling	1	2	3	8
b.	career and employment assessment	1	2	3	8
c.	job seeking skills development	1	2	3	8
d.	job placement and referral	1	2	3	8
e.	financial assistance	1	2	3	8
f.	child care	1	2	3	8
g.	transportation	1	2	3	8
h.	information/referral to educational/social services	1	2	3	8
i.	follow-up after students leave to see how they are doing	1	2	3	8
j.	any other support services needed? **(SPECIFY):** _____	1	2	3	8

_____

_____

_____

DUP ID
CARD 2

13. In your experience, what is the main reason students want to learn to read? **[PROMPT ONLY IF NECESSARY. CIRCLE ONLY ONE.]**

to earn GED. 1
to get a job (or a better job) 2
to read for personal satisfaction. 3
to be able to read to children 4
to be able to cope with everyday situations. 5
other **(SPECIFY)** _____) 6

---

14. In your experience, what is the main reason students leave literacy programs? **[PROMPT ONLY IF NECESSARY. CIRCLE ONLY ONE.]**

achieved their skill goal. 1
program takes too many hours per week. 2
problems with getting to and from program. 3
problems with child care arrangements. 4
progress is slower than anticipated. 5
other **(SPECIFY):** _____ 6

15a. Do you think basic education and remedial programs should be evaluated for outcomes and effectiveness?

Yes 1
No. . **(IF NO, GO TO Q. 16)**. . .2

IF YES, What measures or forms of evaluation should be used? **[READ LIST. CIRCLE ALL MENTIONED.]**

b. educational gains, e.g., grade level gains 1
c. economic or employment gains, e.g., finding a job or getting off welfare 1
d. student satisfaction 1
e. other **(SPECIFY):** _____ 1

16. This next question deals with improvements your program might need. Using the responses, "a great deal," "some," or "little," how much improvement is needed in your program in each of the following program activities?

	Great Deal Improve.	Some Improve.	Little or no Improve.	DK	Does not Apply
How much improvement would you like to see in:					
a. publicizing your services and attracting students	1	2	3	8	9
b. staff/in-service training	1	2	3	8	9
c. volunteer training	1	2	3	8	9
d. responding to students' needs for support services such as child care or employment counseling	1	2	3	8	9
e. working directly with other related organizations	1	2	3	8	9
f. curricula development	1	2	3	8	9
g. assessing students' educational needs and goals	1	2	3	8	9
h. testing students' academic progress	1	2	3	8	9
i. measuring students' non-academic gains	1	2	3	8	9
j. evaluating the effectiveness of instruction and materials	1	2	3	8	9
k. keeping up-to-date records on student performance	1	2	3	8	9
l. other (SPECIFY) _____	1	2	3	8	9

_____

17. Using the responses "very true," "somewhat true," or "never true," to what extent are each of the following statements true about your current experiences as an instructor or tutor?

Is this.....	Very True	Somewhat True	Never True	Don't Know	N/A
a. You receive adequate assistance from your coordinator/ supervisor in development and use of curriculum materials.	1	2	3	8	9
b. You are able to give your students(s) sufficient individual attention.	1	2	3	8	9
c. You have ample opportunity to share ideas about materials and instruction with other instructors and tutors.	1	2	3	8	9
d. You have adequate procedures and tests to let you know if students are making progress.	1	2	3	8	9
e. You feel a sense of accomplishment in what you do for students.	1	2	3	8	9
f. You have received the training you need to do your job well.	1	2	3	8	9

The next questions are about training.

18. Does your program or project have in-service training programs for instructors and tutors?

Yes. 1
No . . **(skip to question 21)**. . 2

---

19. Would you say the time your program or project allots to in-service training is sufficient or not sufficient?

Sufficient 1
Not sufficient 2

20a. A. In general, how useful is the in-service training in your work with students? Is it very useful, somewhat useful, or not at all useful?

Very useful 1
Somewhat useful 2
Not at all useful 3

b. What changes, if any, in your instructional methods, style or materials have you made as a result of participating in a training program?

_____

_____

---

21. What additional training would you like to have? **[READ LIST AND CIRCLE ALL MENTIONED.]**

a. instructional techniques. . . . 1
b. motivating students. 1
c. working with adults in general .1
d. using curriculum materials . . .1
e. retaining students 1
f. other **(SPECIFY)**_____. . . .1

_____

22. I am going to read you a list of possible topics that could be included in a training workshop. Using the responses, "very important," "somewhat important," or "not that important," please tell me.....

	How important is it that you receive training in.....	Is it.....? Very Important	Somewhat Important	Not that Important	Do Not Know
a.	alternative instructional styles and methods?	1	2	3	8
b.	selecting appropriate instructional materials for adult learners?	1	2	3	8
c.	understanding the reading process?	1	2	3	8
d.	building rapport with adult learners?	1	2	3	8
e.	understanding today's job market for your students?	1	2	3	8
f.	discovering and assessing the nonacademic needs of students?	1	2	3	8
g.	making referrals to agencies that can meet the employment and human service needs of students?	1	2	3	8
h.	making referrals to other literacy programs?	1	2	3	8
i.	evaluation procedures which provide useful student feedback to instructors?	1	2	3	8
j.	retaining/keeping students from quitting program?	1	2	3	8
k.	any other area that you need training in?	1	2	3	8

(SPECIFY) _____

_____

23. What general recommendations do you have concerning things that should be done to reduce illiteracy in North Carolina in the following areas?

a. recruiting students _____

_____

b. retention of students _____

_____

c. improving instructional materials _____

_____

d. improving service delivery _____

_____

---

24. Any other comments or suggestions about literacy programs in general and ways to reduce illiteracy? _____

_____

_____

_____

_____

Before ending the interview, I need to ask a few background questions.

25. Are you male or female? **[ASK ONLY IF NOT OBVIOUS]**

Male. 1

Female. 2

---

26. What is your age (as of last birthday)? **(RECORD IN YEARS)** ___ ___

27a. What is the highest level of schooling you have completed?
[DO NOT READ LIST. CIRCLE ONLY ONE.]

8 years or less. 1
some high school 2
completed high school or GED 3
some college or associate degree . . 4
college degree (B.A. or B.S.). . . . 5
Post-graduate degree 6

b. **IF 5 OR 6 : What was the degree/post-graduate area?**
[SPECIFY] _____

_____

---

28. To which one of the following racial or ethnic groups do you belong?

White 1
Black 2
Indian. 3
Other **(SPECIFY)**_____4

Those are all the questions I have. Thank you for your participation. Do you have any questions? We appreciate your taking the time to answer survey.

Appendix C3: Student Questionnaire

STUDENT SURVEY INTRODUCTION

Hello, may I speak to _____?

Hello, my name is _____, and I am calling from the Center for Urban Affairs at North Carolina State University. We are conducting a study of adult students for the North Carolina Department of Community Colleges.

Your name was chosen at random from a list of students at _____. Your participation is completely secret and your name will never be used in the report.

The survey takes about 15 minutes. Can I start the interview now?

CONTACT	DATE	TIME	STATUS	COMMENT
FIRST	_____	A.M./P.M.	_____	_____
SECOND	_____	A.M./P.M.	_____	_____
THIRD	_____	A.M./P.M.	_____	_____

TIME INTERVIEW: BEGAN _____ A.M./P.M. ENDED _____ A.M./P.M.

STATUS CODES

AM	ANSWERING MACHINE	NL	NO LISTING/UNPUBLISH
BS	BUSY SIGNAL	OS	OUT OF SVC/DISCONNECT
CB	CALL BACK OR APPOINTMENT SET	OC	PARTIALLY COMPLETED
CI	COMPLETED INTERVIEW	RF	FEFUSAL
CL	COULD NOT LOCATE	TI	TERMINATED INTERVIEW
NA	NOT AVAILABLE	WN	WRONG NUMBER

STUDENT SURVEY

ID _ _ _ _ _ _ _
Card 1

I'D LIKE TO BEGIN BY ASKING A FEW GENERAL QUESTIONS ABOUT YOU.

---

1. How old were you on your last birthday? **[RECORD AGE]** _ _

---

2. Are you male or female? **[ASK ONLY IF NOT KNOWN. CIRCLE RESPONSE]**

Male. 1
Female. 2

---

3. What is your race? **[CIRCLE RESPONSE]**

Black 1
White 2
Indian. 3
Other **[SPECIFY]**_____ 4

---

4. a. What is the highest grade you have completed in school? _ _
[RECORD EXACT GRADE OR GRADE NUMBER. IF LESS THEN 12TH GRADE, ASK B AND C.]

b. How old were you when you first quit (or decided not to attend) school? **[RECORD AGE]** _ _

c. Why did you first decide to quit (or not attend) school? **[CIRCLE ALL MENTIONED—DO NOT READ LIST]**

1. Had to get a job 1
2. Got married. 1
3. Had to work on farm 1
4. Got pregnant 1
5. Parents objected to schooling 1
6. Lack of transportation to class. 1
7. Other **[SPECIFY]**_____1

5. Are you presently employed full-time, part-time or not at all? [CIRCLE RESPONSE]

Full-time. 1
Part-time. 2
Not at all [SKIP TO Q7]. . .3

---

6. What is your occupation? (PROBE: WHAT DO YOU DO IN YOUR JOB? WHAT ARE SOME OF YOUR MAIN DUTIES?) _____

_____

_____

[EDITOR CODE] ___ ___

NOW, I'D LIKE TO FIND OUT WHAT PROGRAM YOU ARE IN AND HOW YOU GOT INVOLVED IN THIS PROGRAM.

7. Are you now going to: [CIRCLE RESPONSE]

An adult education class . . . 1
A private tutor or 2
Do you go to both? 3
Other [SPECIFY]_____4

9a. How long have you been going to class or meeting with your tutor? [IF LESS THAN 1 MONTH, CODE AS 00]

[RECORD IN MONTHS] ___ ___

9b. When you first decided to go back to school, how easy was it to find help or to enroll? [CIRCLE RESPONSE]

Was it: Very easy. 1
Somewhat easy. . . .2
Difficult. 3
Very difficult . . .4

10. What happened that made you decide to get help with your education? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. Laid off from job/unemployed 1
b. Wanted a better job. 1
c. Wanted to go to vocational school. 1
d. Decided to improve self. 1
e. Divorced 1
f. Kids all left home 1
g. Nothing specific 1
h. Other, specify_____ 1

---

11. How did you first learn about the program you attend? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. TV 1
b. Radio. 1
c. Friends/relatives/word of mouth. 1
d. Employer/co-worker 1
e. Newspaper. 1
f. Flyer/brochure/poster. 1
g. In-person presentation 1
h. Human Services referral. 1
i. Basic skills hotline 1
j. Other, specify_____ 1

---

12. a. Do you think enough is being done where you live to let adults know where they can go to get help to improve their reading and to get a basic education? **[CIRCLE RESPONSE]**

Yes. **(Go to Q. 13)** . . 1
No 2

b. **IF NO,** What more could be done?

_____

_____

THE NEXT QUESTIONS CONCERN PROBLEMS YOU MIGHT HAVE GETTING TO CLASS.

13. Where do you attend classes or receive tutoring?
[DO NOT READ LIST. CIRCLE ALL MENTIONED]

a. public school building classrooms. 1
b. college/university building. 1
c. community college. 1
d. library. 1
e. church 1
f. neighborhood center 1
g. student's homes **(IF OWN HOME, SKIP TO Q.16)**. . 1
h. volunteer tutor's homes. 1
i. correctional facility 1
j. business/industrial setting. 1
k. any other, **[SPECIFY]** _____ 1

14a. Is transportation to your class or to your tutor a problem for you:
[CIRCLE RESPONSE]

Yes. 1
No 2

b. **IF YES:** Does this occur?

Frequently 1
Occasionally 2
Rarely 3

15a. Does the program you attend or your tutor help you with your transportation?

Yes 1
No. 2

IF YES: What help is provided? **[READ LIST. CIRCLE "1" or "2"]**

		YES	NO
b.	bus ride.	1	2
c.	bus fare.	1	2
d.	car ride.	1	2
e	taxi fare	1	2
f.	mileage reimbursement . . .	1	2
g.	other **[SPECIFY]**_____	1	2

16. Is the time that your instruction takes place: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Very convenient 1
Somewhat convenient or. .2
Not convenient at all . .3

---

17. Are the days or day that you meet for your instruction: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Very convenient 1
Somewhat convenient or. .2
Not convenient at all . .3

18a. Do you have any children under the age of 12 living in your household?

Yes 1
No. **(GO TO Q. 20)** 2

b. **IF YES:** During the past 12 months, have problems with child care ever made you miss class? **[CIRCLE RESPONSE]**

Yes 1
No. **(GO TO Q. 19)** 2

c. **IF YES:** Has it happened:

a. frequently 1
b. occasionally or. . . 2
c. rarely 3

19a. Does the program you attend or your tutor help you in any way with child care or babysitting?

Yes 1
No. 2

IF YES: What help is provided? **[READ LIST. CIRCLE YES OR NO]**

	YES	NO
b1. day care center at school.	1	2
b2. cash subsidy to use on own or. . . .	1	2
b3. other_____	1	2

DUP ID
CARD 2

I'M GOING TO READ YOU A LIST OF WAYS PEOPLE GET HELP IN IMPROVING THE SERVICES AVAILABLE TO ADULT STUDENTS. TELL ME IF YOU'VE USED THEM IN YOUR PROGRAM.

20. **IF YES:** Would you say this helped you to learn a lot, somewhat, or not at all?

Have you:	Yes	No	A lot	Somewhat	Not At All	DK
a. used a learning center where students can come and go when they want to?	1	2	1	2	3	8
b. worked with video tapes?	1	2	1	2	3	8
c. worked with a computer?	1	2	1	2	3	8
d. watched lessons on TV at your own home?	1	2	1	2	3	8
e. been tutored by a private tutor?	1	2	1	2	3	8
f. been taught in a small group of students?	1	2	1	2	3	8
g. been taught in a classroom with a large group of students?	1	2	1	2	3	8

---

21. Would you describe the materials you use in your class as: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

Very interesting. 1
Interesting 2
Uninteresting or. 3
Very uninteresting. . . .4

---

22. In an average week, how many hours do you spend in class, or with your tutor? **[RECORD HOURS]** ___ ___

23. Do you feel that this is: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

too much time 1
just the right amount of time or. 2
not enough time for you? 3

---

24. How helpful is your instructor or tutor in providing you with encouragement and support in your studies? Would you say your instructor or tutor is: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

Very helpful 1
Somewhat helpful or. . . .2
Not at all helpful 3

---

25. Is there anything about your instructor or where you meet that bothers you? **[PROBE IF NECESSARY: DO YOU FEEL COMFORTABLE THERE?]**

Yes . . . .What bothers you? _____ 1

_____

No. 2

26aa. Overall, how satisfied are you with the help and basic skills training that you have received so far? **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Are You:

a. Very satisfied. . . . . **(GO TO A)** 1
b. Satisfied . . . . . **(GO TO A)** 2
c. Dissatisfied or . . . . . **(GO TO B)** 3
d. Very dissatisfied . . . . **(GO TO B)** 4

e. WHAT DO YOU LIKE MOST ABOUT THE PROGRAM? _____

_____

f. DESCRIBE WHY YOU ARE/ARE NOT SATISFIED. _____

_____

27. Do you have any suggestions about how your program or your instructor or tutor could help you more?

_____

_____

_____

_____

_____

28a. Would you say you enjoy the time you spend with your instructor or tutor: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

most of the time. 1
sometimes 2
hardly ever or. 3
never 4

b. **IF HARDLY EVER OR NEVER:** WHY DON'T YOU ENJOY IT? WHAT KINDS OF PROBLEMS ARE YOU HAVING?

_____

_____

_____

_____

---

29. How often do you have trouble understanding instructions or what goes or in class? Would you say: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

hardly ever 1
sometimes 2
often or. 3
very often. 4

30. We are interested in learning more about how you are going to benefit from the new skills you're learning. I'm going to read a list of ways that you may use your new skills. **[READ LIST AND CIRCLE ONE RESPONSE]**

Will you use your new skill	YES	NO
a. On your job such as to be promoted or to do your current job better?	1	2
b. To seek employment?	1	2
c. To change occupations?	1	2
d. To seek further education such as in a vocational school, trade school or a community college?	1	2
e. To read stories to your children or to help older children with their school work?	1	2
f. To be more confident in handling your daily activities?	1	2
g. To stop being afraid that others will find out that you couldn't read?	1	2
h. Will you use your skills for something else?	1	2
i. Any other ways you will use your new skills? **[SPECIFY]** _____	1	2

_____

_____

31a. Have you ever enrolled or signed-up for a tutor or for an adult education program before this time?

Yes 1

No. 2

b. **IF YES:** How many times before this year? **[RECORD # OF TIMES]** ___ ___

c. Why did you stop attending the last time? **[SPECIFY]** _____

_____

_____

_____

IF NO . . . What are the major reasons why you didn't seek help before now? **[DON'T READ LIST. CIRCLE ALL MENTIONED]**

d. no reason 1

e. didn't know program existed/where to go 1

f. didn't need to read before now. 1

g. no interest 1

h. no time 1

i. afraid/embarrassed. 1

j. don't like school/never liked it. 1

k. cost too high 1

l. distance too great to travel. 1

m. felt too old to learn 1

n. child care too expensive/unavailable. 1

o. family responsibility/conflict. 1

p. job responsibilities/conflict 1

q. other, **[SPECIFY]:** _____ 1

_____

_____

32. a. What recommendations do you have about how to improve instruction of adult students? _____

_____

_____

b. What recommendations do you have about improving materials used in adult reading or classes?

_____

_____

c. Do you have suggestions concerning how to recruit adults who can't read into school? _____

_____

_____

d. Do you have suggestions about how to help adult students stay in school and finish their program of study? _____

_____

_____

Thank you for your participation. We appreciate your taking the time to answer our questions. We hope that your responses when combined with those of others will help improve the educational services available in our state.

APPENDIX D: INVENTORY OF LITERACY SERVICES FOR STUDY SITES

D1: INVENTORY OF LITERACY SERVICES FOR STUDY SITES.

Agencies and Groups Providing Literary	Type of Service	# of People Served	Fee Charged
Plymouth Lyons Club	One-on-one tutoring	18	NONE
Pettigrew Regional	Refer to literacy programs	30	N/A
Columbus County Public Library	Refer to literacy programs	N/A	NONE
Davidson County Social Services	Refer to literacy programs	N/A	NONE
Martin County Social Services	Refer to literacy programs	135	NONE
Clinton Social Services	Refer to literacy programs	30	NONE
Davidson County Correctional Unit	Assess and refer to ABE, AHS, GED on-site and on campus	Not Avail-able	N/A
N.C. Department of Corrections (Washington Unit)	Refer to literacy programs	30	NONE
N.C. Department of Corrections (Martin Unit)	Refer to literacy programs	75	NONE
Probation and Parole Office, Clinton, N.C.	Refer to literacy counseling	54	NONE
Davidson County Employment and Training Office	Assess and provide transportation and transportation funds; some day care; referrals to other services; basic education training funded by JTPA	N/A 70	NONE NONE

Telemon Corporation	Direct instruction and counseling; refer to literacy services; transportation arrangements; give stipend (for work experience clients only)	18 18 10 3 8	NONE NONE NONE NONE NONE
Lexington Employment Security Commission	Refer to literacy programs and extended day; screen to test skills	N/A	NONE
Williamston Employment Security Commission	Refer to literacy programs	200	NONE
Whiteville Employment Security Commission	Refer to literacy programs	6	N/A
Lexington City Schools	Refer dropouts to extended day and DCC, ABE, AHS, and GED programs	N/A	NONE
Davie County Schools	Refers drop-outs to AHS "Read to Succeed" program; tutoring and counseling services for dropouts	24 Not Available	NONE NONE
Martin County Schools	Refer to literacy programs (AHS) and provide class space	25	NONE
Gaston County Schools	Education and counseling services	N/A	NONE
Sampson County Schools	Refer to literacy programs	16	NONE
Clinton City Schools	Refer to literacy programs	55	NONE

Vocational Rehabilitation, Lexington	Refer to DCC and sheltered workshops; conduct testing	10-12 month	NONE
Vocational Rehabilitation, Clinton	Refer to literacy programs and provide counseling	12 12	NONE NONE
Davidson County Extended Day Programs	Courses for high school degree, basic skills if below high school level	15	NONE
Thomasville Schools, Extended Day Programs	Classes for high school degree	serves 35, contacts with 200 per year	NONE
Carolina Panel	ABE and AHS on-site	6-12 per quarter	NONE
Weyerhaeuser Training Center	Instruction in basic skills; assess and follow-up for grade level assignment; transportation; GED testing	120 120 120 20 25	NONE NONE NONE NONE $5
Firestone Fibers	On-site programs in literacy	50	NONE
"Time to Read" Cablevision	Small group tutoring; volunteer training; grade level assessment; refer to literacy programs; assess and follow-up	60 17 60 15 60	NONE NONE NONE NONE NONE
Davidson County Literacy Council	Recruits and trains volunteer tutors; Refers students to DCC	Trained 40 tutors Not available	NONE NONE
Columbus County Literacy Council	One-on-one tutoring in reading	60	NONE

Gaston Literacy Council	One-on-one tutoring in reading	200	NONE
Charlotte Literacy League	One-on-one tutoring in reading and basic skills; transportation to and from instruction; referral services; career/personal counseling; volunteer services; assess and follow-up; grade level assessment	275 5 5 75 100 300 275 275	NONE NONE NONE NONE NONE NONE NONE NONE
Mecklenburg County Literacy Council	One-on-one tutoring in reading; refer to literacy programs; volunteer training	75 5 54	NONE NONE NONE
Literacy Committee of Laurenburg/ Scotland County area of Chamber of Commerce	New organization --will unify efforts in county	N/A	NONE
Scotland Literacy Council	One-on-one service to out-of-school adults with volunteers; refers fifth grade level to ABE and GED	104	NONE
Richmond County Literacy Council	Increase awareness of problem and trains tutors to teach reading; some tutors work within the ABE-RCC classes	3 students 2 tutors	N/A
Manpower Services	Refer to literacy programs	125	NONE
McLaurin Vocational Training, Compensatory Education Program	Provide basic academic skills, high school academic skills and vocational skills	70	NONE

DOCUMENT RESUME

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ABSTRACT

A North Carolina study examined the problem of adult illiteracy in Spring 1988. Secondary data for the service areas of eight community colleges chosen as study sites indicated that approximately 25 percent of North Carolinans aged 25 years and older had completed less than the ninth grade in 1980 and the majority of them were unemployed. A review of community colleges' long-range plans for literacy service provision showed that four programs provided literacy education in community colleges; the annual retention rate was 33 percent; and new students accounted for 67 percent of students. Surveys of literacy service providers found that: (1) improvement was needed in publicity, networking, and student diagnosis; (2) instructors focused on basic skills instruction; (3) problems included low motivation and self-esteem; and (4) students quit school due to work or lack of interest. State directors of adult literacy programs in other states were interviewed to collect information on features of their programs. Roundtable discussions at study sites obtained input on the problem. Recommendations focused on industry-sponsored classes; advertising; special services; instructional services; staff development; interagency cooperation; and funding. (The document contains 48 references. Appendixes, amounting to approximately one-half of the report, included selected data for study sites, literacy plans for North Carolina community colleges, survey questionnaires, and an inventory of literacy services for study sites.) (YLB)

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ED329697

A COMMUNITY BASED STUDY OF ADULT LITERACY IN NORTH CAROLINA

Submitted to:

North Carolina Department of Community Colleges
Division of Adult and Continuing Education

by

Center for Urban Affairs and Community Services
North Carolina State University

May, 1988

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

A. Introduction

This report describes the procedures and findings of a study of adult literacy in North Carolina conducted during the spring of 1988. The study used a community-based approach in examining the causes of and potential solutions to the problem of adult illiteracy.

Eight North Carolina community colleges were selected as study sites as follows: Central Piedmont Community College, Davidson County Community College, Durham Technical Community College, Gaston College, Martin Community College, Richmond Community College, Sampson Community College, and Southeastern Community College. These sites reflect a diversity of traits in literacy program organization and implementation and represent both rural and urban settings.

The community college service areas were used as the basis for data collection on characteristics of service area residents and literacy programs. Directors, instructors, and students associated with literacy programs at the study sites were interviewed concerning various features of literacy programs such as: reasons students quit school, problems adults face in returning to school, and recommendations for improving literacy education.

B. Major Findings

Findings for each of the major research tasks are summarized below.

1. Secondary Data Collection for North Carolina and Study Sites

Secondary data were collected for North Carolina and the eight study sites from 1980 U.S. Census and various other public use data files.

a. The population for North Carolina is estimated to reach 7,262,895 by 2000. Between 1980 and the year 2000 the percentage of persons aged 15 years old and younger is projected to decrease from 24.5 percent to 20.3 percent; the percentage of persons aged 16-64 will increase from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

b. Approximately 25 percent of North Carolinians aged 25 years and older had completed less than the ninth grade as of 1980. Another 21 percent had not completed high school. Approximately 20 percent of urban residents had completed less than nine years of school and 20 percent had completed one to three years of high school. Twenty-eight percent of rural residents aged 25 and older had completed eight or fewer years of school and 22 percent had completed one to three years of high school.

c. Of the black population 25 years of age and older, 35 percent had completed fewer than nine years of school. Among whites and those persons classified as belonging to other racial categories, 22 and 35 percent, respectively, had completed less than nine years of school. The percentage of adults with one to three years of high school is roughly equivalent among racial groups. Nearly twice as many whites as nonwhites have completed four years of college or more.

d. Approximately 39 percent of persons aged 16 years and older had less than a high school diploma at the beginning of the decade.

e. Approximately 45 percent of the population aged 65 years and older had less than nine years of education in 1980.

f. The majority of persons aged 25 years and older who had completed less than nine years of school were not employed in 1980. Furthermore, persons having the lowest levels of education appear to be at greatest risk of living in poverty.

g. There were 432 persons incarcerated by the end of 1987. Of those persons, 22 percent had completed less than a ninth grade education and 49 percent had finished one to three years of high school.

2. *Review of Literacy Plans for North Carolina Community Colleges*

Long-range plans for the provision of literacy services for each of the community colleges (58) were reviewed and summarized.

a. There are four programs providing literacy education in North Carolina community colleges. They are: 1) Adult Basic Education (ABE) - a program of basic skills for adults, aged 16 and older, who have not graduated from high school and who function at less than the 8.9 grade level; 2) General Educational Development (GED) - a program designed to help students pass the GED test leading to a high school equivalency certificate; 3) Adult High School (AHS) - a cooperative program of instruction designed to

offer high school courses leading to an adult high school diploma; and 4) Compensatory Education (CED) - a program which compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

b. The annual retention rate for the literacy programs is 33 percent.

c. The number of new students recruited by literacy programs each year averages approximately 67 percent of all students enrolled in the programs.

3. *Survey of Literacy Programs in Selected North Carolina Community Colleges*

Surveys were completed with program directors, instructors, and students involved in literacy programs at the eight study sites.

a. Most literacy programs in the study sites are administered by one program director or coordinator. The majority of programs provide literacy training on their campuses and in other community locations such as churches, public school buildings, human service agencies, and correctional facilities.

b. Most literacy programs offer educational counseling, although less than half offer employment counseling or job placement referral services. Three of the programs offer transportation and two offer child care services.

c. Twenty-two of the 27 programs require their instructors to have at least a college degree. Nineteen programs use volunteer staff who assist with instruction, tutoring, or support services.

d. Program directors felt their programs needed a great deal of improvement in the areas of publicity/outreach, interagency networking activities, and diagnosing student needs and goals. Program directors suggested that literacy programs could be improved by increasing funding for instructional materials, providing ongoing in-service training for instructors, increasing funding for advertising literacy programs, increasing funding to support recruitment/retention specialists, and by reducing class size to allow more individual attention for students.

e. Most instructors in the eight study sites work twenty hours or less per week in literacy programs. Less than 35 percent of instructors in any of the four programs work over twenty hours per week.

f. Instructors spend the majority of classroom time in basic academic skills instruction. From three to nine percent of literacy program instructors provide tutoring.

g. Sixty-nine percent of the instructors teach in large classroom settings of ten or more students. Instructors rated one-on-one instruction and small group settings of five or fewer students as the most effective instructional settings.

h. A common problem experienced by instructors in teaching adults to read was related to students having been out of school for a long period of time. Additionally, instructors cited lack of motivation on the part of the students as a major problem.

i. The majority of instructors cited low self-esteem as a major problem adult students face in learning to read along with family problems, learning disabilities, transportation problems, and lack of motivation to learn.

j. Student respondents ranged in age from 16 to 81 years old. Sixty-nine percent of the students reported completing one to three years of high school.

k. Sixty-eight percent of the student respondents first quit school when they were 16 or 17 years old.

l. Over half of the student respondents reported that they work full or part-time while attending school.

m. Sixty-seven percent of the students have been enrolled in a community college literacy program prior to their current enrollment.

n. The two major reasons students cited for quitting school initially were the need to get a job or work on the farm and a lack of interest in school. Students also reported that they quit school because they lacked credits needed for graduation.

o. Most students found out about the community college literacy program from friends and relatives. Most students returned to school to improve themselves or to get a diploma. Over half of the students reported spending six or fewer hours in class per week.

p. Students rated learning centers, private tutoring, and small classroom instructional settings as very useful in helping them to learn and the overwhelming majority of students reported having no problems with their instructors.

q. The major reason students cited for liking their program of study was the ability to work at their own pace.

r. The majority of students reported being satisfied with their basic skills training but noted that they could be helped more if their instructor provided more one-on-one instruction.

s. Student respondents reported that they will use their newly-acquired skills to help them feel more confident in daily activities; for personal satisfaction; to be promoted, change jobs, or get a job; and to seek further education.

t. Student respondents recommended improving literacy programs by increasing television and radio advertising; improving instructor sensitivity; providing rewards to help retain students; providing more support services such as child care and financial aid; improving instructional materials by making them more adult-like; and improving instruction by increasing individualized and one-on-one instruction.

4. *Survey of Selected Out-of-State Literacy Programs*

State directors of adult literacy programs in other states were interviewed to provide information on features of literacy education in their states that might be useful to North Carolina Department of Community Colleges' literacy program administrators. The out-of-state interviews included a series of questions on aspects of literacy program operation, recruitment and retention techniques, program assessment strategies, assessment of student progress, and characteristics of instructors in literacy programs (e.g., level of education, training, etc.).

a. All of the contacted states offer ABE, GED, and AHS programs.

b. The majority of states contacted reported that approximately seventy-five percent of their instructors hold part-time positions.

c. All states contacted reported using pre- and posttests for student evaluation purposes. Most states are attempting to implement a uniform statewide testing system.

d. Most of the states conduct an in-depth program evaluation; some involve peers and/or students in this process.

e. Overall recommendations made by these program administrators were: increase support services for students; increase one-on-one instruction; and increase funds for advertising to recruit students.

5. *On-Site Data Collection at Study Sites*

Round table discussions were held at each of the eight community colleges chosen as study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy staff members and from groups who provide literacy services in the local area.

a. Prior to each site visit, literacy staff members completed an inventory of literacy services provided in their surrounding community.

b. Most agencies in the eight community college service areas maintain a close working relationship with their local community college.

c. Major barriers to service utilization for adult students identified by round table members are: adult students have low self-esteem and lack confidence; adult students often have inflexible work schedules and transportation problems; adult students often need a wide array of support services ranging from personal counseling to day care.

d. Literacy program staff reported that the current funding formula does not allow flexibility needed for creative solutions to serving adult students.

e. CED programs should be funded to allow smaller classes.

f. Funding for ABLE Centers should be increased based on the number of students served and student success.

g. Funding should be available for literacy councils, especially for providing support services such as transportation for students.

h. Clarify roles of various literacy service providers and improve interagency coordination.

i. Increase involvement of employers in offering cooperative literacy training programs.

C. *Summary of Overall Recommendations*

Recommendations below are based on data collected from survey respondents, participants in the local round table discussions, a review of literature on illiteracy, interviews with program administrators in other states, and a review of information on literacy programs throughout North Carolina.

1. ***Industry-sponsored classes***

   a. Increase employer awareness of the potential benefits to their companies of industry-sponsored classes. Involve industries in literacy education for persons who, otherwise, might be unable to participate in literacy training programs.

   b. Establish model programs to test the outcome of literacy training for employees and provide incentives in the form of tax benefits and public recognition for participating employees.

2. ***Advertising***

   a. Provide incentives to former or current students to assist in recruitment.

   b. Initiate ongoing television literacy campaign to recruit potential students.

3. ***Provision of Special Services for Adult Students***

   a. Provide counseling services to help adult students integrate literacy training skills into their careers and their lives in general.

   b. Provide adult students in literacy programs with transportation and day care services to assure retention of students.

4. ***Instructional Services***

   a. Continue to offer literacy classes across a broad range of days and times.

   b. Establish more learning labs and individualized instructional centers at a variety of locations to increase students' access to instruction.

5. ***Staff Development and Training***

   a. Employ more full-time instructors and allow them to become fully involved in the planning and implementation of literacy programs.

   b. Hire full-time recruitment/retention specialists.

6. ***Interagency Cooperation***

a. Improve cooperative relationships between the public school system and the community college system through a statewide effort that allows students to make easier transitions between systems.

b. Develop a statewide effort to encourage cooperation between community college literacy programs and literacy councils to enhance opportunities for students.

7. ***Funding of Literacy Programs***

a. Alter current funding formula to include measures other than FTE to determine funding allotment.

b. Limit class size to ten or fewer students to enhance literacy training for adult learners.

c. Allocate special funding for learning disabled students.

d. Allow a smaller ratio of students to instructors in CED classes.

e. Increase funding for ABLE Centers based on utilization rates and student success.

f. Establish block-grant funding for local programs to allow more flexibility in service provision.

g. Establish funding supplements for literacy councils to offset expenses incurred in providing support services.

I. INTRODUCTION

I INTRODUCTION

A *Purpose of Study*

This study focuses on adult illiteracy in North Carolina. The report addresses structural and operational problems that interfere with service delivery in community college literacy programs. The report also identifies personal circumstances that contribute to the problems that adults face in their attempts to achieve literacy and makes recommendations concerning the further reduction of illiteracy in the state.

A community-based approach in examining the causes and potential solutions to the problem of illiteracy was utilized. The report, therefore, addresses the illiteracy problem from the perspective of persons enrolled in literacy programs and those persons who provide these services. Groups participating in the study included students, instructors, and program directors of community college literacy programs and those involved in community groups and organizations directly or indirectly providing literacy training. The study is based on a definition of literacy which includes several aspects of literacy. Students in literacy programs who were interviewed for the study included those in grade levels 0-8 as well as 9-12. Although many of these students are able to read, since they did not finish high school, they often lack the level of skills required to obtain employment in today's society. The following sections of this chapter present background information concerning adult literacy issues and a general description of the study research procedures.

B *Background*

The problem of adult illiteracy has received extensive attention in recent years from educators, the media, government agencies, and citizens in general. Estimates from the United States Department of Education suggest that over seventy-two million, or one out of three, adults over the age of seventeen lack the basic reading and writing skills needed to secure employment (*News and Observer*, 3/7/88, "Illiteracy Imperiling Economy, Experts Say"). This number is growing by approximately two million persons

annually in spite of the fact that today's work place requires higher levels of literacy than ever before.

In North Carolina, an estimated thirty-nine percent of North Carolinians over age sixteen have not completed high school (U.S. Census of Population, 1980). These persons are severely disadvantaged in their ability to meet the demands of today's employment market and to function in society in general.

Awareness of the importance of literacy training is increasing each year in the United States. As noted by Erwin Smith (1970:9), the current emphasis upon literacy education evolved from several changes in American society as follows:

1. More people are born, and they will live longer than past generations.
2. Menial jobs are disappearing, and jobs requiring higher skills are becoming more abundant.
3. There is a knowledge explosion and a technological revolution that require new approaches to education.
4. There has been an awakening of a latent social conscience in the United States.
5. We now accept the idea that education is needed from cradle to grave.
6. Institutional and governmental responsibilities and patterns of financing are being revised.

Defining literacy fosters an ongoing debate among educators. A universally applicable definition of literacy is difficult to construct, and it is frequently difficult to locate and identify illiterate persons. Literacy is often defined as the ability to read and write in one's native tongue or "in a national language where this is required by cultural and political realities" (Bhola, 1984:21). Additionally, competence in basic math skills is commonly regarded as an aspect of basic literacy. However, as indicated by Harvey Graff, (1987:373) "dictionary definitions of literacy frequently emphasize the basic ability to read and write, and include such elements as learning, education, instruction, liberal education, literature and literary qualities, polish, and articulateness."

Another controversy surrounding the definition of literacy is the actual ability level that constitutes literacy. The accepted ability cutoff point for this level is subject to change as society changes. According to Karel Neijs (1961:11), "even for census purposes no universally accepted standards have ever been adopted, but the level of literacy is evidently connected with a level of attainment, to be assessed through adequate tests." Neijs (page 11) also makes the following observations:

1. The minimum attainment consists of reading an easy passage and writing a simple message or at least signing one's name.
2. A mature attainment may be said to consist of: a thoughtful reading attitude and a demand for meaning as one reads; a reading vocabulary of 2,500 or more of the most frequently used words in the language; mastery of skills which will enable the reader to identify new words independently; ability to secure a clear grasp of the meaning of what is read; ability to react thoughtfully to what is read and to make use of or apply the facts learned; ability to read silently for meaning at a rate of 150 words a minute; reasonable effectiveness in oral reading; keen interest in reading and the habit of engaging regularly in self-initiated reading.[1]

In the early twentieth century, a fourth grade reading level was considered to be the basic threshold for functional literacy--the minimum level required for obtaining employment (Wrolstad and Fisher, 1986). Today, however, many authorities contend that a sixth-grade level is the absolute base-level required for minimal participation in the U.S. labor market. Many agree that a high-school diploma is a virtual necessity for obtaining employment in most sectors of today's job market.

[1]W.S. Gray, *Preliminary Survey on Methods of Teaching Reading and Writing*, Unesco, Paris, 1953, Part 1, pp. 37-38.

Regardless of the specific definition or ability level of literacy accepted, it is clear that the benefits of literacy accrue to both the individual and society. For the individual, the ability to read is necessary for fully exploiting the resources and opportunities available in society. Illiteracy is a threat to the individual's equality and his or her entitlement to the principles of democracy. Illiteracy violates the individual's right to education and the ability to obtain employment.

Literacy improves the individual's use of language and results in improved speaking and writing, and clearer thinking. Several benefits of literacy for the individual are listed by Neijs (1961:9-10) as follows:

1. Literacy obviously helps a person to improve his or her economic condition. As an aid to various skills - vocational, domestic or artistic - it is invariably needed sooner or later.
2. Participation in the culture of one's group means at least the ability to read as a technical basis for an understanding of literature and thought.
3. Literacy helps to create self-respect, a feeling of confidence and a desire for self-betterment and knowledge. Learning to read and write often makes a profound impression which has been compared to a spiritual experience in some way related to the emergence and growth of personality. People are uplifted by it and are made aware of their power to alter their environment by individual and group action.[2]
4. The ability to read and meditate upon the sacred written word means effective religious participation.

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[2]A social welfare officer at Dar-es-Salaam, quoted by S. Milburn in: *Methods and Techniques of Community Development in the United Kingdom Dependent and Trust Territories*, New York, United Nations, 1954 (Community Organization and Development Series).

Literacy among the masses also has a definite impact on the functioning of the society. Worldwide research has indicated that per capita income is directly related to the level of literacy in a nation (Bowman and Anderson, cited in Bhola, 1984:27). Dlaugh (1966, cited in Bhola, 1984:27) cites several positive effects of literacy for society as follows:

1. raises individual productivity and, through a spill-over effect, raises the productivity of the literate person's co-workers;
2. expedites the flow of knowledge to individuals, and, consequently, reduces the cost of transmitting information to them;
3. increases the demand for vocational and technical education;
4. enhances occupational mobility; and
5. strengthens individual response to economic incentives or rewards.

C. *General Procedures and Methodology*

Personal interviews were conducted with literacy service providers and users in eight North Carolina community colleges chosen as study sites. Additionally, selected secondary data for the service areas of these colleges were collected. The study sites listed below were selected to represent a diversity of program types and locales.

1. Central Piedmont Community College
2. Davidson County Community College
3. Durham Technical Community College
4. Gaston College
5. Martin Community College
6. Richmond Community College
7. Sampson Community College
8. Southeastern Community College

The general procedures involved in each component of the study are discussed below.

1. Collection of Secondary Data for Study Sites

Background data for the study sites and North Carolina as a whole were collected from the 1980 United States Census and various other public use data files. Variables such as population growth, income, employment, and educational status were used to provide background information for North Carolina and the study sites' service areas. This information is discussed in detail in Chapter II.

2. Survey of Selected North Carolina Community College Literacy Programs

A primary component of the research project involved a survey of students, instructors, and program directors concerning literacy programs at the eight study sites. The purpose of the survey was to gather information on the structure and operation of literacy programs and problems students encounter in returning to or completing school. Survey results are outlined in Chapter IV.

3. On-site Data Collection at Eight Study Sites

Data on local literacy services in the eight study sites' service areas were collected through informal round table discussions held at each of the community colleges. These community-based meetings involved community college representatives as well as other local groups providing literacy training or working cooperatively with community college literacy programs. Input from these meetings provided a basis for an overall assessment of literacy service provision within the service areas of the study sites (see Chapter VI).

4. Summary of North Carolina Community College Literacy Programs and Plans

Literacy plans for the fifty-eight North Carolina Community Colleges were reviewed and summarized (see Chapter III). The literacy plans detail longitudinal goals and objectives for serving persons in need of literacy training and contain background information on individual literacy programs, student enrollment and retention, and number of persons served in each type of literacy program.

5. Survey of Selected Out-of-State Literacy Programs

Additional information on literacy programs was collected through telephone interviews with directors of literacy programs in other states. These interviews provide comparative data on problems associated with provision of literacy services and information on literacy program features that might be useful to North Carolina literacy program administrators (see Chapter VI).

II. SELECTED SECONDARY DATA COLLECTION FOR NORTH CAROLINA AND COMMUNITY COLLEGE STUDY SITES

II. SELECTED SECONDARY DATA COLLECTION FOR NORTH CAROLINA AND COMMUNITY COLLEGE STUDY SITES

A. Introduction

Prior to the on-site visits, secondary information was compiled for each of the eight study sites. This information was part of the baseline data presented during the community round table discussions. The secondary data along with the service inventories prepared by local literacy program staff helped to focus the discussions by providing an overview of the number of individuals in the service area's target population (i.e. those individuals with less than a high school education) and the number of individuals being served by the various community agencies represented at the community meeting. The secondary data also served as overall background information for the project and helped to focus the study for the research team.

B. Procedures

Secondary data were collected for a number of variables. Appendix A1 contains a listing of these variables by source and definition. The variables were selected based on their relevancy in describing the general population as well as those in need of additional educational services. In addition, a number of related variables such as employment patterns in the community college service area and the number of persons living in poverty were included. Detailed, up-to-date educational data are limited to the 1980 U.S. Census. Even though 1980 data are somewhat dated, the information does give a basic descriptive overview of the community college study sites in terms of general population size, economic well-being, employment opportunities, and the number of residents with less than a high school or eighth grade education. Review of this information provides a clearer perspective of the setting in which services are to be provided.

C. Results

Data were collected for the state as a whole and the eight study sites (see Appendix A2-A10). The data are presented by community college service areas which may be comprised of a single county or a group of adjoining counties (see Appendix A11 for a listing of the counties served by each of the fifty-eight community colleges). Secondary data for North

Carolina are provided in this section for summary purposes and to provide a basis for comparison with the community college service areas.

1. *Population*

As shown in Table 2.1, the population for the state was 5,880,415 in 1980 and is estimated to reach 7,262,895 by the year 2000. This represents a 19 percent change over these two decades. In the same period of time, the number of persons 15 years old and younger is projected to decrease from 24.5 percent to 20.3 percent; the number of persons aged 16-64 will increase slightly--from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

2. *Income/Unemployment*

In 1984, per capita personal income was approximately $10,852 -- an increase of $3,072 from 1980 (Table 2.1). The percentage of persons living below the poverty level in 1980 was 15.0 percent as compared to 18.3 percent by 1983. The unemployment rate was 6.5 percent in 1980 and 5.3 percent in 1986.

3. *High School Dropouts/Expenditures Per Pupil*

The high school dropout rate was 7.3 percent in for the 1981-82 school year and 6.7 percent for the 1986-87 school year (Table 2.1). The latest two estimates of average expenditures per pupil show a $340 per child increase from the 1985 to the 1986 school year.

4. *Day Care/Incarcerated*

Two additional variables that impact delivery of literacy services in North Carolina are the availability of day care and the prison population eligible for literacy services (Table 2.1). There were 121,625 day-care slots statewide in 1987. The availability of day care varies significantly across community college service areas.

The most recent annual data show that by the end of 1987 there were 17,432 persons incarcerated. Of these persons, 22 percent had completed less than a ninth grade education and 49 percent had finished one to three years of high school.

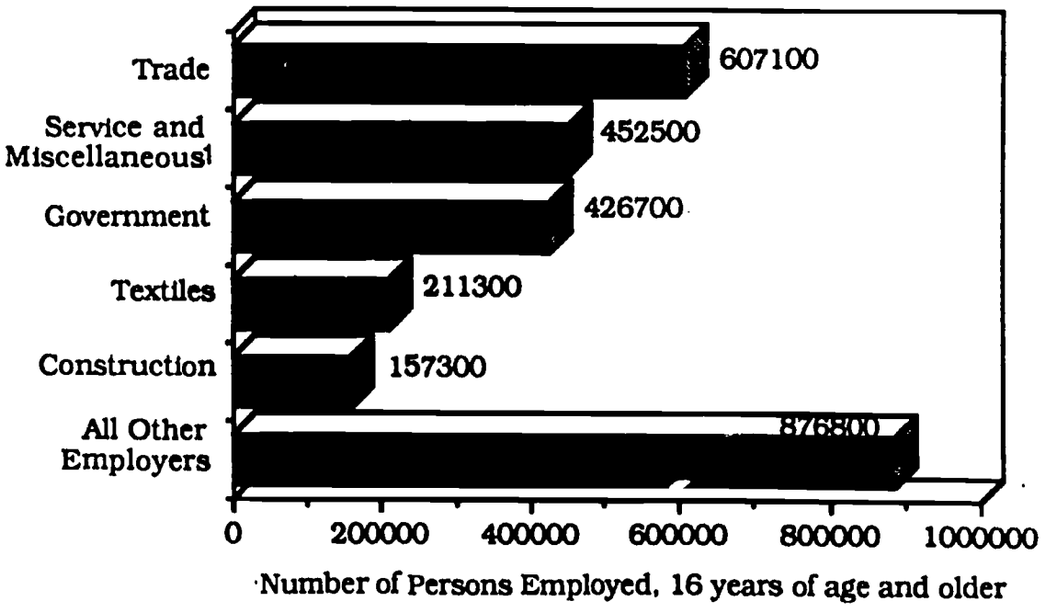
Table 2.1 Selected Secondary Data for North Carolina.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	5,880,415	--
	LT 16 yrs of age	1,439,442	24.5
	16-64 yrs of age	3,838,171	65.3
	GT 64 yrs of age	602,799	10.2
Projected population 1990	Total	6,601,815	--
	LT 16 yrs of age	1,409,700	21.4
	16-64 yrs of age	4,371,172	66.2
	GT 64 yrs of age	820,942	12.4
Projected population 2000	Total	7,262,895	--
	LT 16 yrs of age	1,475,773	20.3
	16-64 yrs of age	4,794,948	66.0
	GT 64 yrs of age	992,164	13.7
Projected population 1990	White	4,999,329	75.7
	Nonwhite	1,602,486	24.3
Per capita personal income	1980	$ 7,774	--
	1984	$10,852	--
Persons living below poverty level	1979	839,950	15.0
Persons living below poverty level	1983	996,215	16.7
Families living below poverty level	1979	183,146	11.6
1980 Civilian labor force		2,855,000	--
Employed civilians		2,668,000	--
Unemployed civilians/unemployment rate		187,000	6.5
1986 Civilian labor force		3,194,000	--
Employed civilians		3,024,000	--
Unemployed civilians/unemployment rate		170,000	5.3
High school enrollment	1981-1982	340,628	--
Dropouts/Dropout rate	1981-1982	24,845	7.3
High school enrollment	1986-1987	342,768	--
Dropouts/Dropout rate	1986-1987	22,813	6.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,575	--
	1985-1986	$2,915	--
Completed LT high school education 1980			
Population 16-24 yrs of age		201,066	19.4
Population 16 yrs of age and older		1,738,084	39.1
Population incarcerated 1987		17,432	--
With 0-8 yrs of education		3,838	22.0
With 1-3 yrs of high school education		8,549	49.0
With LT 12 yrs of education		12,387	71.1
Capacity of licensed day-care centers 1987		109,026	--
Capacity of registered day-care homes 1987		12,599	--

5. *Five Largest Employers*

Figure 2.1 provides information on the number of persons employed by the five largest employers in 1986. The largest employment category is the "other" category which represents all employers except those listed separately on Figure 2.1. Outside of the combined employment category, trade, service, and government employers are the primary employment sources for North Carolina as a whole.

Figure 2.1 Five Largest Employers in North Carolina: 1986.



[1]Includes services except domestic, agricultural services, forestry, and mining.

6. *Years of School Completed by Adults 25 Years and Older*

Census data for 1980 indicate that nearly 25 percent of persons 25 years of age and older had less than an ninth grade education and another 21 percent had completed one to three years of high school but did not graduate (see Figure 2.2). This pattern was slightly different for adults 25 years and older by residence. Roughly equal proportions of urban residents had completed less than nine years of school (20 percent) and one to three years of high school (19 percent). Among rural residents in this same age group, 28 percent had completed eight or fewer years of school and 22 percent had completed one to three years of high school (Figure 2.3).

Figure 2.2 Percent Population 25 Years and Older by Years of School Completed, North Carolina: 1980.

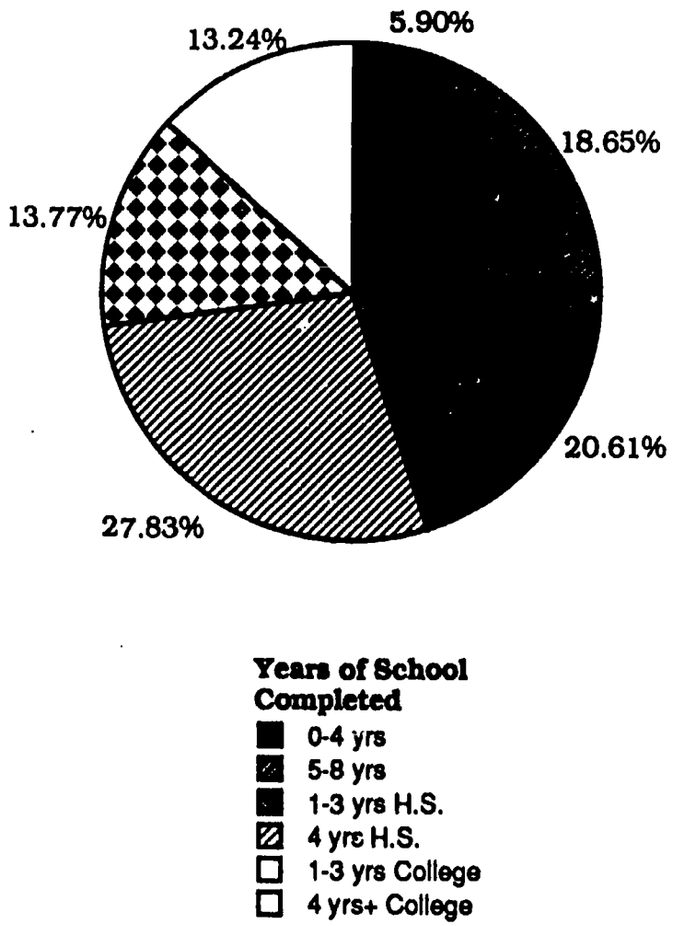
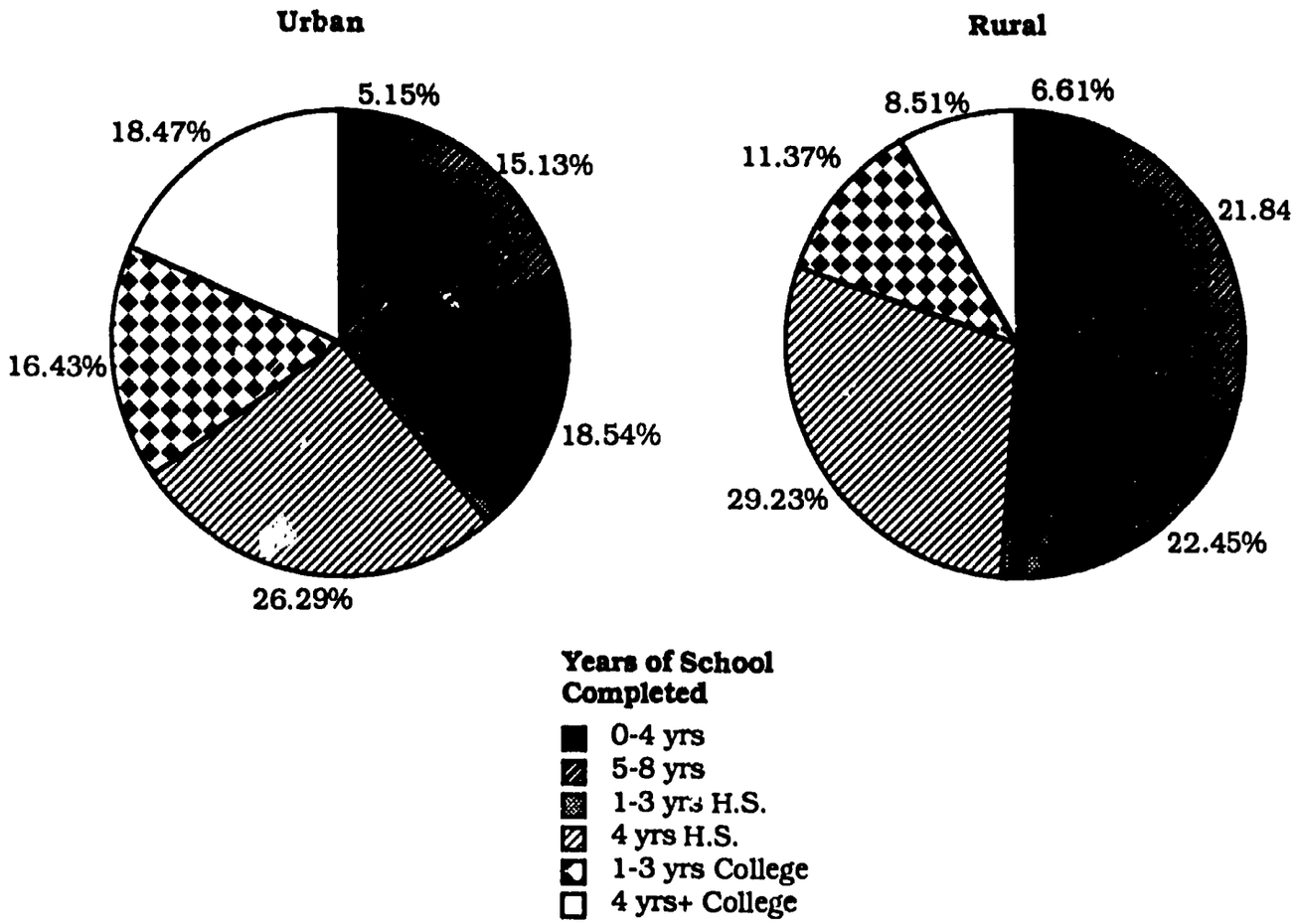


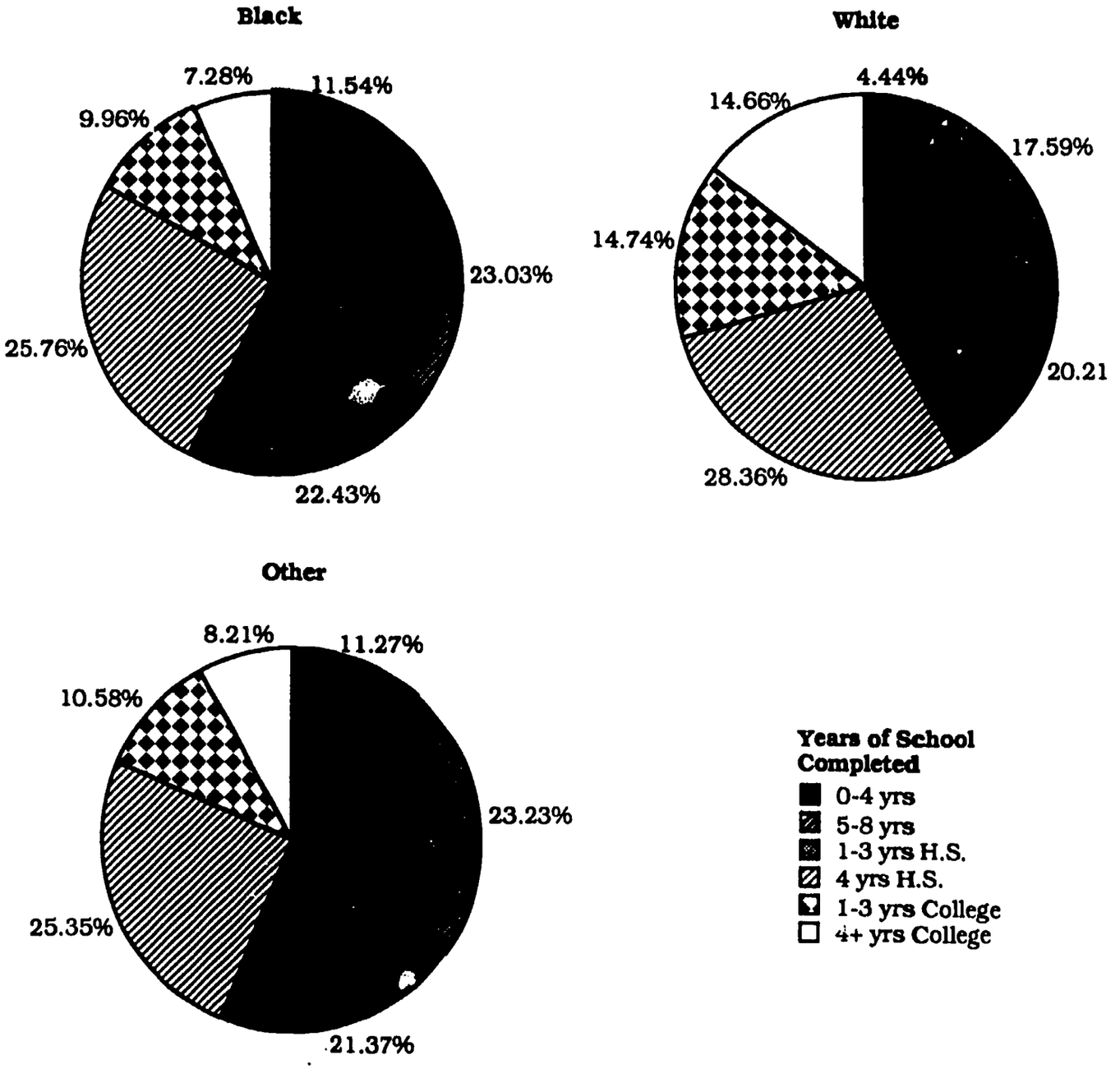
Figure 2.3 Percent Population 25 Years and Older by Years of School Completed and Place of Residence, North Carolina: 1980.



7. *Years of School Completed by Race of Adult Aged 25 and Older*

Of the black population 25 years of age and older, 35 percent had completed less than a ninth grade education (see Figure 2.4). For whites and those persons classified as belonging to other racial categories, the comparable percents were 22 and 35, respectively. The percentage of adults with one to three years of high school is essentially the same among racial groups. At the other end of the education continuum some rather dramatic differences exist. Nearly twice as many whites as either of the other racial groups have completed four years of college or more.

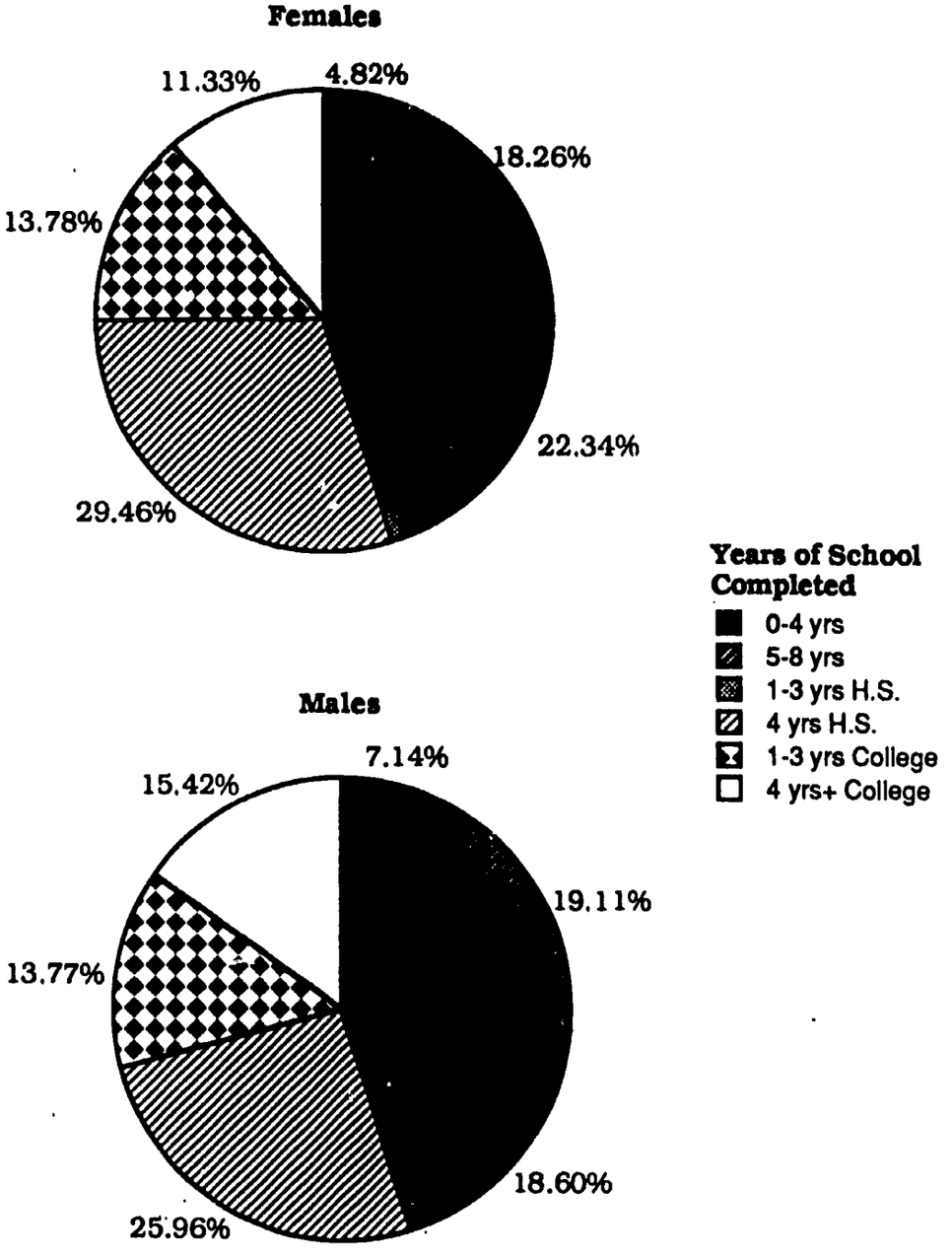
Figure 2.4 Percent Population 25 Years and Older by Years of School Completed and Race, North Carolina: 1980.



8. *Years of School Completed by Sex of Adult Aged 25 Years And Older*

More females than males aged 25 years and older had completed one to three years of high school or had graduated from high school (see Figure 2.5). Relatively more males than females had completed four or more years of college.

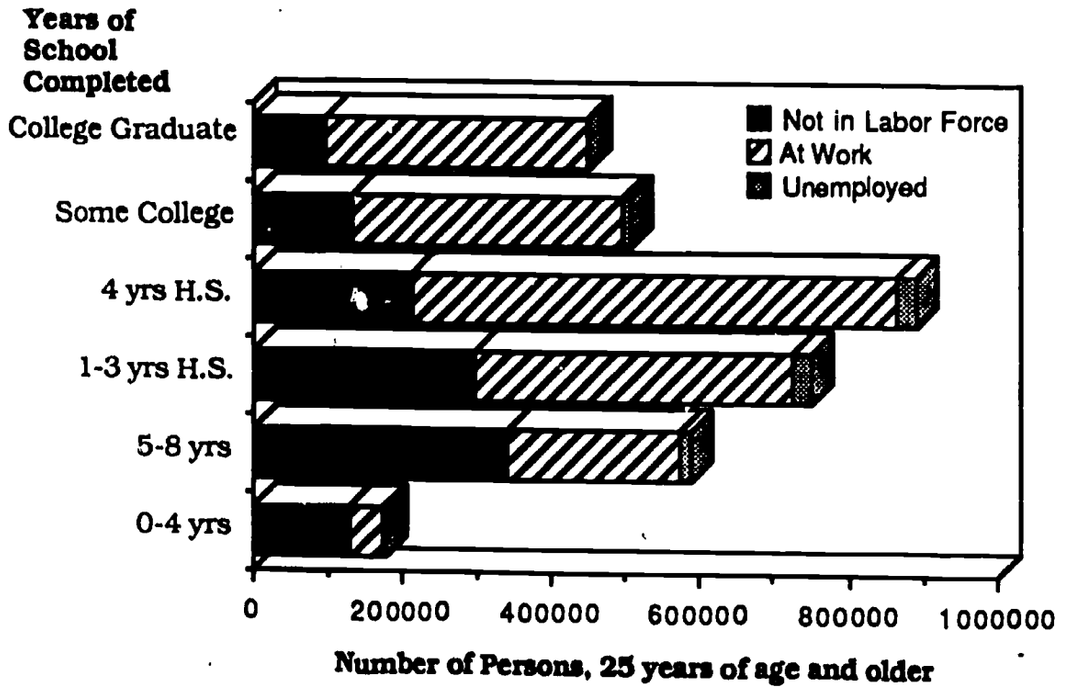
Figure 2.5 Percent Population 25 Years and Older by Years of School Completed and Sex, North Carolina: 1980.



9. *Years of School Completed by Employment Status of Adults Aged 25 Years and Older*

The clear majority of persons aged 25 years and older who had completed less than nine years of school were not employed (not in labor force or in labor force but unemployed). Furthermore, as education increases, levels of employment tend to increase (see Figure 2.6).

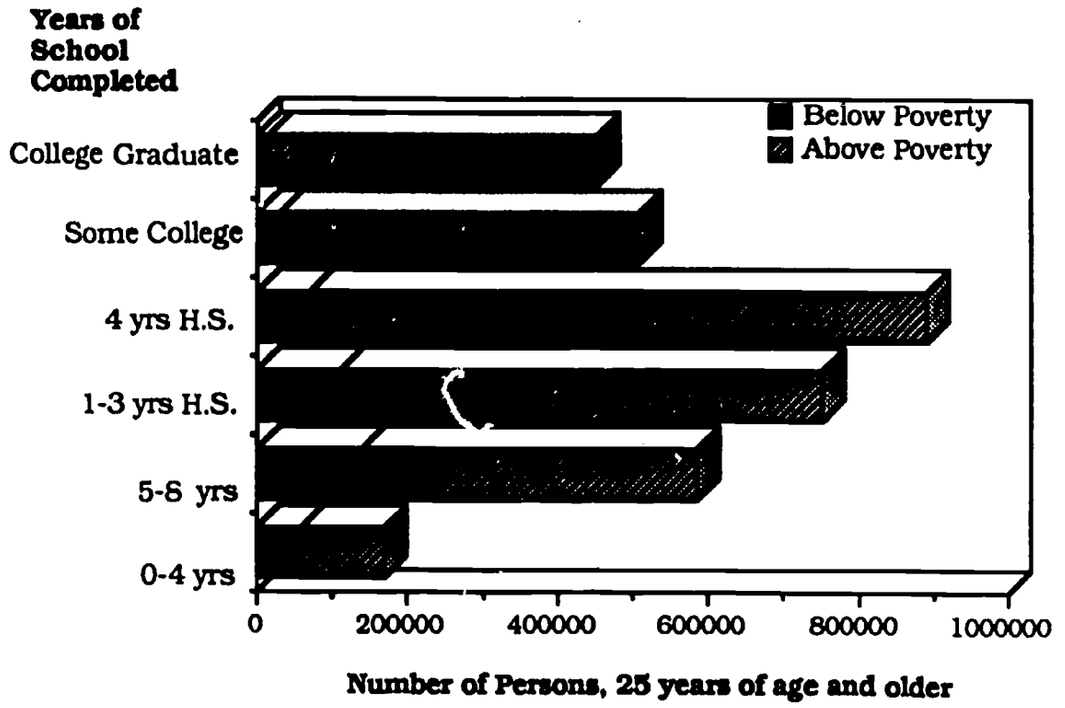
Figure 2.6 Employment Status by Years of School Completed, North Carolina: 1980.



10. *Years of School Completed by Poverty Status of Adults Aged 25 and Older*

Figure 2.7 shows the number of persons aged 25 years and older by poverty status. There appears to be a relationship between years of school completed and levels of poverty. That is, as education increases, poverty decreases. Persons having lowest levels of education appear to be at greatest risk of living in poverty.

Figure 2.7 Poverty Status of Persons* by Years of School Completed, North Carolina: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories.

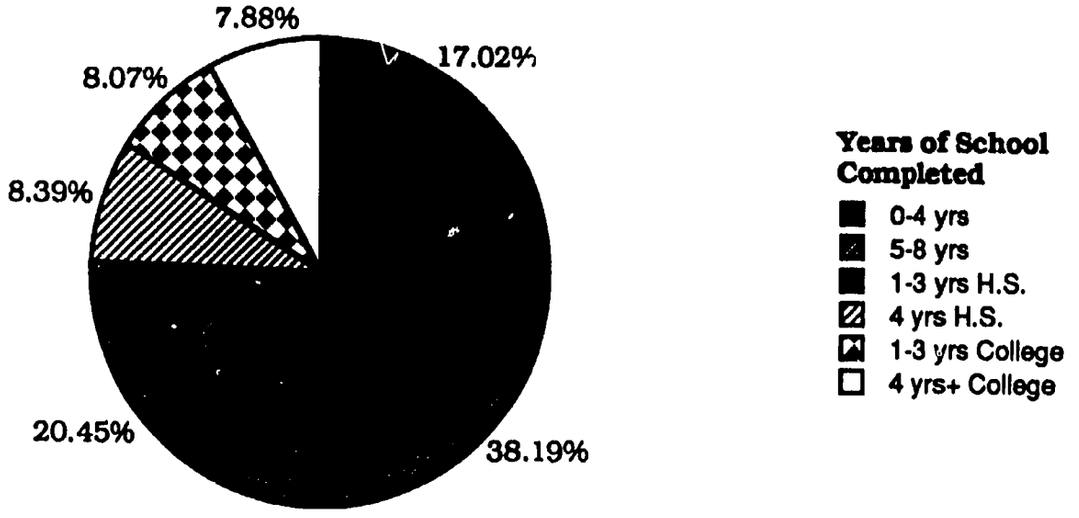
11. Years of School Completed by Persons Aged 16 and Older

About 19 percent of persons aged 16 to 24 in 1980 were not high school graduates. Overall, there were 1,738,084 persons (39.1 percent) aged 16 and older who had less than an high school diploma at the beginning of the decade (Table 2.1).

12. Years of School Completed by Adults Aged 65 Years and Older

Approximately 45 percent of the population aged 65 years and older had less than nine years of education in 1980 (see Figure 2.8). Only eight percent of these citizens completed a high school education.

Figure 2.8 Percent Population 65 Years and Older by Years of School Completed, North Carolina: 1980.



III. NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS AND PLANS

III. NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS AND PLANS

A. Introduction

Each of the fifty-eight community colleges in North Carolina submitted a literacy plan to the State Department of Community Colleges. These plans outline procedures for providing literacy services in each community college service area and detail the current status of literacy activities at each institution. The literacy plans also review activities impacting student recruitment and retention and assessment/evaluation of student progress in literacy programs.

Each literacy plan is based on the service area of the community college--the counties and/or townships that each college serves as designated by the State Board of Community Colleges (July 1, 1985). Each plan also includes the percentage of persons in the targeted population of the school's service area who are currently being served by literacy programs. This chapter gives an overview of each of the fifty-eight literacy plans for North Carolina community colleges. (A detailed review of literacy plans submitted by each school is included in Appendix B.)

B. Background Data on Community College Literacy Programs

Four community college programs provide basic skills and literacy training for North Carolina residents. These programs are Adult Basic Education (ABE), General Educational Development (GED), Adult High School (AHS), and Compensatory Education (CED). These adult literacy programs have enrolled 597,420 adults over the past seven school years. The following discussion provides a general description of each literacy program and also reviews recruitment and retention rates for these programs.

Adult Basic Education: ABE is a program of basic skills for adults, aged sixteen and older, who have not graduated from high school and who function below the eighth-grade level.

General Educational Development: The GED program is designed to help students pass the GED test which enables the student to receive a high school equivalency certificate.

Adult High School: AHS is a cooperative program of instruction designed to offer high school courses needed to earn an adult high school diploma.

Compensatory Education: The CED program compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

C. *Student Enrollment and Retention*

Retention rates for the literacy programs during a two to four year period is 33 percent. The number of new students recruited by literacy programs per year comprises approximately 67 percent of all students enrolled in the programs. Table 3.1 gives detailed student enrollment data for all four program areas for the past seven school years.

Table 3.1 Literacy Program Enrollment: 1980-1987.*

School Year	Number of Students Enrolled by Program				Total Enrollment
	ABE	AHS	GED	CED	
1980-81	34,072	33,504	17,162	____**	73,738
1981-82	33,613	18,836	18,104	____**	70,553
1982-83	39,855	23,504	20,580	____**	83,939
1983-84	49,600	18,769	17,135	1,588	87,092
1984-85	49,920	18,075	16,006	4,679	88,680
1985-86	53,783	16,337	18,369	5,575	94,064
1986-87	57,023	16,867	18,962	6,502	99,354
TOTAL	**317,866**	**134,892**	**126,318**	**18,344**	**597,420**

*Source: *Unduplicated headcount provided by Management Information Systems, North Carolina Department of Community Colleges.*

***The Compensatory Education Program was initiated in 1983-84.*

The average retention rate for any given two- to four-year period is 52 percent. The average recruitment rate is 67 percent for new students each year. Between the 1980-1981 and 1987-1988 school years, 23 percent of

the statewide adult literacy target population was served by North Carolina Community Colleges.

The literacy plans submitted in 1987 indicated that 15 of the 58 schools had hired full-time assessment/retention specialists and 38 schools had hired part-time specialists. Four schools indicated that plans were in progress to hire individuals for these types of positions. Counseling and instructor/student conferences are provided on an ongoing basis. Several schools reported providing child care services to assist students in completing their programs of study.

D. *Number of Classes and Sites*

There are presently ABE, CED, and GED programs at each of the 58 community colleges. Forty of the 58 community colleges offer Adult High School Programs. During 1986-87 school year, 16,481 literacy training classes were held. There were approximately 1,700 off-campus sites that offered literacy training These off-campus sites were provided at churches, community centers, military bases, senior citizens' centers, nursing/rest homes, community schools sites, libraries, work sites, sheltered workshops/ADAP, and prisons. Three non-profit organizations providing literacy training were funded for the 1987-88 year. These include the Charlotte Area Literacy League, the Fayetteville Urban Ministry, Incorporated, and the Scotland County Literacy Council. Additionally, several colleges were involved in investigating and testing innovative approaches to literacy training. For example, a program designed to improve basic skill levels of employees has been implemented at Caldwell Community College in partnership with Broyhill Industries.

The "target population to be served" is defined by the State Department of Community Colleges to include all persons, aged sixteen and older who have not completed high school and are, therefore, judged to be in need of basic skills or literacy training. Table 3.2 reports the literacy program target populations by community college and the number of persons they served during the 1986-87 school year. The schools reported target populations ranging from 3,595 to 84,042 students based on the 1980 U.S. Census. Community college literacy programs reported serving from 2 to 12 percent of their target population during the 1986-87 school year.

Table 3.2 Number and Percent of Persons Served by N.C. Community Colleges: 1986-1987.

County	Census 16+ <4 yrs. H.S.	Number Persons Served 1986-87 ABE	GED	AHS	CED	Total	Percent Eligible Served
Alamance CC	30,938	1,389	223	267	143	2,022	6.536
Anson CC	19,180	853			56	909	4.739
Asheville-Buncombe TCC	52,470	831		1,647	96	2,574	4.906
Beaufort County CC	16,871	273	141		173	587	3.479
Bladen CC	10,920	246	15		40	301	2.756
Blue Ridge CC	22,689	693	198		82	973	4.288
Brunswick CC	11,315	221	317		52	590	5.214
Caldwell CC and TI	32,865	1,009	57	1,054	86	2,206	6.712
Cape Fear CC	31,839	707	163		77	947	2.974
Carteret CC	12,073	203		191	51	445	3.686
Catawba Valley CC	43,280	1,327	390		120	1,837	4.244
Central Carolina CC	41,228	2,557	1,094	199	75	3,925	9.520
Central Piedmont CC	84,042	1,824	732	2,885	258	5,699	6.781
Cleveland CC	28,741	488	281	565	132	1,466	5.101
Coastal Carolina CC	22,445	1,571	891	123	56	2,641	11.767
Coll. of the Albemarle	29,358	749	120	10	94	973	3.314
Craven CC	17,419	339	903	38	35	1,315	7.549
Davidson County CC	48,257	682		1,246	116	2,044	4.236
Durham TCC	46,475	951	123	463	141	1,678	3.611
Edgecombe CC	19,573	681	303	36	15	1,035	5.288
Fayetteville TCC	46,002	2,499	136	2,848	291	5,774	12.552
Forsyth TCC	71,844	820	877	376	143	2,216	3.084
Gaston College	74,809	1,412	627		29	2,068	2.764
Guilford TCC	76,920	2,185	1,170	1,001	415	4,771	6.203
Halifax CC	28,460	894	41		34	969	3.405
Haywood CC	15,609	373	74		47	494	3.165
Isothermal CC	24,140	400	63	428	173	1,064	4.408
James Sprunt CC	14,919	450	9	2	62	523	3.506
Johnston CC	24,574	999	823	484	70	2,376	9.669
Lenoir CC	28,185	1,508	506		316	2,330	8.267
Martin CC	17,916	953	166	71	65	1,255	7.005
Mayland CC	16,178	454	262		106	822	5.081
McDowell TCC	12,892	250			172	422	3.273
Mitchell CC	27,732	886	32		103	1,021	3.682
Montgomery CC	8,569	229			26	255	2.976
Nash CC	22,049	1,198		145	26	1,369	6.209
Pamlico CC	3,595	220			17	237	6.592
Piedmont CC	18,476	471	26	493	74	1,064	5.759
Pitt CC	22,623	1,020		474	173	1,667	7.369
Randolph CC	33,581	811	552	88	76	1,527	4.547
Richmond CC	26,196	2,058	103	112	44	2,317	8.845
Roanoke-Chowan CC	16,734	896	51			947	5.659
Robeson CC	34,014	552	3	1,059	70	1,684	4.951
Rockingham CC	31,436	399	355	211	107	1,072	3.340
Rowan-Cabarrus CC	63,936	1,300	41	475	180	1,996	3.122
Sampson CC	17,300	874	77	85	98	1,154	6.671
Sandhills CC	20,865	1,219	108	26	87	1,440	6.902
Southeastern CC	18,159	752		151	107	1,010	5.562
Southwestern CC	18,004	505	49		61	615	3.416
Stanly CC	28,078	1,012	186	489	162	1,850	6.589
Surry CC	35,160	793	717		123	1,633	4.644
Tri-County CC	12,492	230			35	265	2.121
Vance-Granville CC	40,964	668	442	21	231	1,362	3.325
Wake TCC	54,437	4,599	399	355	127	5,480	10.067
Wayne CC	25,905	935	282	335	134	1,686	6.508
Western Piedmont	26,908	1,413	707	95	292	2,507	9.317
Wilkes	35,465	382	16	357	201	956	2.696
Wilson County TC	20,980	1,292	131	57	127	1,607	7.660
TOTALS	**1,738,084**	**55,526**	**14,982**	**18,962**	**6,502**	**95,972**	**5.522**

E. *Student Assessment*

Prodedures used to assess student progress in literacy programs vary across the 58 schools. Many schools reported using standardized pre- and posttests upon entrance completion of programs. At other schools, goals are set on an individual basis and reviewed periodically. Some instructors use ongoing observation and progress notes on student performance.

F. *Professional Development*

The community college system offers ongoing training to improve the quality of service delivery and to aid in professional development of its employees. Specialized assistance is provided for professional personnel in literacy programs including program administrators, assessment/retention personnel, and instructors. During the 1987-88 school year, 47 training workshops provided in-service training for over 2,154 literacy instructors.

IV. SURVEY OF SELECTED NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS

IV. SURVEY OF SELECTED NORTH CAROLINA COMMUNITY COLLEGES' LITERACY PROGRAMS

This chapter describes the methods used to conduct a survey of selected community college literacy programs. Survey questionnaires were completed with a sample of individuals representing three participant groups: literacy program directors, literacy instructors, and students enrolled in the four literacy programs. The survey was conducted to collect basic descriptive information on each of the literacy programs. Major topics included in the surveys were: educational and support services offered by program type, location and scheduling of the services provided, instructional methods and materials used, problems or barriers experienced by adult learners, and solutions for improving service delivery to adult learners. In addition, information was gathered about the characteristics of instructors and students and their perspectives on program operation and literacy in general. Procedures for the selection of study sites and the program director, instructor, and student survey samples are discussed. Detailed descriptions of the data collection activities, data analyses, and survey findings are also reported.

A. *Methodology*

Telephone interviews were conducted with instructors and students involved in the various literacy programs at the eight study sites to gather detailed information. Program directors for the literacy programs at these institutions completed an in-depth questionnaire as part of the study. The selection process for identifying the survey participants is described below.

1. *Selection of Study Sites*

The eight study sites were chosen by the North Carolina Department of Community Colleges to reflect a diversity of traits in organization and service delivery of literacy programs in various rural and urban areas. This purposive sample assured that sites were representative of the various features of the community Colleges system in general and the literacy programs in particular.

2. *Selection of Respondents*

A major goal of the survey was to obtain input from literacy program participants on how to improve the delivery of literacy services to adult learners. This goal was achieved through the selection of persons involved in the literacy programs at three levels: program administration, program instruction, and program participation.

a. Program Directors

Directors of the literacy programs (ABE, CED, GED, and AHS) in all eight study sites were included in the survey. In some of the study sites, each individual program is headed by a director unique to that program. In other sites, one person is responsible for administration of two or more literacy programs. A total of twenty-seven programs were surveyed: six ABE, six GED, six AHS, seven CED, one ABE/GED combined program and one GED/AHS combined program.

b. Instructors

A random sample of instructors was chosen for each of the four literacy programs (if available) at each study site. Each sample was selected from a list of instructors provided by the participating community colleges. Many of the instructors instruct in more than one literacy program. Once an instructor was chosen to be interviewed in one program, he/she was removed from the sample pool in other programs. If a program area had less than 10 instructors, all of the instructors were asked to complete an interview.

c. Students

A sample of students participating in each of the ABE, AHS, or GED programs was randomly selected from a list of students who were enrolled in the 1987 Fall quarter. Some students are occasionally enrolled in classes in two different programs areas. Once a student was selected to be interviewed, his/her name was deleted from the sample pool. If a program enrolled less than 20 ABE students or less than 10 GED or AHS students, all of these students were asked to participate in the survey.

B. *Data Collection Procedures*

Three survey forms were developed to gather the survey data. Information from instructors and students was collected through telephone interviews. Program directors completed mail questionnaires. Specific

details about the procedures for collection and analyses of the data are presented below.

1. *Survey Questionnaires*

The survey questionnaires used in this study were based on a similar data collection instrument used by the State of Minnesota in a literacy survey they conducted in 1986. Individual survey forms were composed for each of the participant groups: program directors, instructors, and students.

a. Program Director

The program director survey requested basic descriptive information on each of the literacy programs. Major topics included in the survey are as follows: educational services offered by program type, location and scheduling of services provided, support services offered, educational methods and materials used, joint ventures with other service providers, goals of program, program funding and administration, program staffing, suggestions for improving service delivery for the adult learner, and barriers faced by the local institutions in delivery of services (see Appendix C for copy of the survey form).

b. Instructors

The instructor survey gathered information about the characteristics of instructors and their perspectives on program operation and illiteracy in general. Information was recorded on topics such as the type of instruction they provided, the number of hours they worked, what instructional materials they used, how effective they felt various educational and support services were in teaching adults, recommendations for improving literacy programs, in-service training they had received or desired, and overall suggestions they had for reducing illiteracy (see Appendix C for copy of survey form).

c. Students

The student survey gathered basic descriptive information about students such as their level of education, age, sex, employment status, reason for enrollment in program, and why they first quit school (see Appendix C for copy of survey form). Additional information was collected from students on transportation or child care problems that might prevent them from attending to class. Students were asked to list the educational or support services they used and to evaluate the overall program. Interviewers also asked students to make recommendations for improving instructional materials and student recruitment/retention procedures.

2. *Survey Procedures*

A combination of mail and telephone surveys were utilized in collecting data from program directors, instructors, and students. These procedures are described below.

a. Mail Survey

Survey forms were mailed to program directors prior to the on-site visits. Individuals who were responsible for more than one program were asked to complete a separate survey form for each literacy program. The survey project director discussed the completion of the form with the literacy program directors by telephone and during on-site visits in an effort in resolve any questions. An experienced interviewer was available during the data collection period to answer questions for the participating program directors. After program directors completed the survey, they mailed the form to the survey project director. If necessary, a follow-up telephone call was made to program directors to obtain missing information needed to complete the form. A total of 27 surveys were completed. A discussion of the survey responses is presented in section C1 below.

b. Telephone Interviews

Instructors and students were interviewed by experienced telephone interviewers. Respondents were asked to complete a 20 to 30 minute interview with assurances of confidentiality. A total of 140 instructor interviews and 323 student interviews were completed. The survey results are discussed in section C2 below.

3. *Data Processing Procedures*

The completed questionnaires were visually edited for accuracy prior to keypunching. The survey forms were keypunched and verified under commercial contract. A computer edit program was written to identify range and skip pattern errors and logic and consistency errors. Errors identified in the computer edit were corrected.

4. *Data Analysis Procedures*

Data collected from the program directors, instructors, and students who participated in the survey were subjected to univariate analyses to obtain a frequency distribution for each question. Cross tabulations were calculated to compare responses by program type for selected questions. Computer printouts of these analyses were provided to the North Carolina Department

of Community Colleges. The number of cases may vary from table to table since nonapplicable and missing responses were deleted from the analysis. Table percentages may not add to 100 percent due to rounding error. Responses to the open-ended questions were assigned numerical values and included in the analyses. The survey data are summarized below for each respondent group.

C. *Findings*

The survey responses have been tabulated according to the three respondent types: program directors, instructors, and students. This section describes the findings for each of these groups in turn.

1. Program Directors

a. Characteristics of Program Directors

Twenty-seven program director surveys were completed for the four program types as follows: seven ABE, six GED, five AHS, seven CED, and two combination (AHS/GED/ABE) programs. The majority of programs (19) are administered by one program director or coordinator. Eight programs reported having two to four administrative personnel and eleven programs reported that their administrators are employed less than full-time.

b. Instruction and Support Services Offered by Programs

Program directors were asked to provide a general profile of the type of students served in their programs. Program directors reported that students ranged in age from sixteen to eighty-one. Many students are from disadvantaged backgrounds although some are middle-class. Some directors reported that over half of their students are unemployed and many of those who are employed have unskilled jobs with little opportunity for advancement.

Directors were asked to identify the types of instructional services offered by their schools. All programs reported providing classroom instruction and daytime classes. All of the ABE, GED, and AHS programs reported offering night classes, and two of the seven CED programs hold classed at night. Fourteen programs (2 ABE, 2 GED, 4 AHS, and 6 CED) offer weekend classes. Two ABE programs reported providing volunteer tutoring during daytime hours, two at night, and one during the weekend. One AHS and one GED program provide tutoring services at each of these times. Instructional services are free of charge in all of the programs surveyed.

Three programs reported that they charge fees for materials and and two programs reported charging one-time test fees. Currently, no programs have waiting lists for literacy services.

c. Location of Classes

Program directors were asked to indicate where literacy classes are held. Table 4.1 indicates the number of programs offering literacy classes by class location. As shown, literacy programs offer classes on community college campuses, in local public schools, and in correctional facilities. Several programs hold classes in neighborhood locations, libraries, or local colleges/universities.

Table 4.1 Location of Literacy Classes.

Class Location	Number of Programs
Public School	20
College/University	4
Community College	25
Library	10
Church	19
Neighborhood Centers	18
Correctional Facility	21
Business/Industry	20
Human Service Agencies	26
YMCA	1

d. Instructional Techniques

Table 4.2 contains information on the types of instructional techniques used by literacy programs in the eight study sites. Twenty-six literacy programs offer lecture and other classroom techniques, 18 offer one-on-one tutoring, and 22 offer computer-assisted instruction. Audio and video-tape instruction are used by 11 programs. In all 27 programs, instructional techniques are offered by either instructors, other program staff (such as volunteer tutors) or members of both personnel groups.

Table 4.2 Instructional Techniques Used in Literacy Programs.

Instructional Techniques	Number of Programs Providing Service
Classroom (lecture and other techniques)	26
One-on-one tutoring	18
Mobile vans	1
Computer-assisted instruction	22
Audio/video tape instruction	11
Cable television instruction	6
Individualized instruction or lab setting	3
Field trips	1

e. **Support Services Provided**

Program directors were asked to indicate for each of the services listed below whether the service is offered on a nine month, twelve month, or an individualized basis. The majority of the support services are provided year-round and on an individual basis.

The majority of programs offering educational counseling and employment counseling offer these services during the day and evening hours (see Table 4.3). Only four programs offer educational counseling on weekends. Other than educational counseling, no other support services are offered on weekends.

Table 4.3 Support Services by Time Provided.

	Number of Programs Providing Service		
Type of Support Service	Day	Evening	Weekend
Educational counseling	21	19	4
Employment counseling	11	9	0
Job seeking skills	18	12	0
Job placement referral	11	9	0
Transportation	3	0	0
Child care	2	0	0

f Personnel Providing Support Services

In Table 4.4 below, specific support services provided by the community college literacy programs are listed. The table also includes information on the number of programs offering these services and whether the service is provided by instructors, other program staff, or a combination of both of these personnel groups. As shown, follow-up services are the most frequently provided service. This service is provided by non-instructional staff in six programs and by instructional and non-instructional staff in seven programs.

Table 4.4 Type of Services Provided by Personnel.

Type of Support Service	Number of Programs Providing Service	Personnel Providing Service		
		Instructor	Other Staff	Both
Financial aid	3	-	2	1
Personal counseling	2	-	2	-
Drug/alcohol counseling	0	-	-	-
Health services	1	-	1	-
Support groups	3	-	-	3
Services for learning disabled students	5	3	1	1
Services for hearing-impaired students	3	-	2	1
Social/cultural programs	3	2	-	1
Follow-up services	13	-	6	7
Information/referral services	9	4	-	5

g Working Relationships with Service Providers in Community

Formal contracts with service providers and referral agencies are sometimes established by community college literacy programs. Program directors reported the types of agencies or organizations they have formal arrangements with to provide literacy services (see Table 4.5). The most frequently mentioned formal arrangements are with grade schools (15

programs), human service agencies (13 programs), job service agencies (17 programs), and correctional agencies (16 programs).

Table 4.5 Number of Programs with Formal Arrangements by Type of Community Agency/Organization.

Type of Community Agency/Organization	Number of Programs with Formal Arrangements
Grade schools	15
Business/industry	9
Libraries	6
Human service agencies	13
Job services	17
Vocational rehabilitation	8
Correctional agencies	16
Churches	6
Extension	1
Public health	2
Drug treatment centers	4
Public housing	4
Community centers	4
YMCA	1
Sheltered workshop	1
Community agencies	1

h. Outreach Techniques and Program Improvement

Program directors were asked if they publicize their literacy programs a great deal, somewhat, or not at all. Approximately half of the program directors said they publicize a great deal and half responded they publicize their programs somewhat. All programs directors indicated that expansion of outreach efforts within the next 12 months is a top priority in their programs. Outreach techniques that were rated as most effective include word-of-mouth advertising by current or former students and use of radio or television advertising.

i Program Evaluation and Improvement

Program directors were asked to what extent specific services in their programs needed improvement over the next few years (see table 4.6) Public outreach program activities (22) were mentioned most frequently as needing a great deal of improvement. Other frequently mentioned program activities requiring a great deal of improvement were interagency net-working. Program directors were asked to indicate the type of activities they conduct to obtain student assessments of program effectiveness. Thirteen programs reported that they routinely collect feedback via structured questionnaires concerning student satisfaction with instruction, materials, and program support services.

Table 4.6 Program Activities by Amount of Improvement Needed.

	Amount of Improvement Needed			
Type of Program Activity	A Great Deal	Some	Little	NA
Publicity/outreach	22	3	2	--
Volunteer training	5	15	4	3
Support services	6	15	6	--
Inter-agency networking	19	4	4	--
Curriculum development	10	11	6	--
Diagnosing student needs/goals	14	9	4	--
Assessing academic progress	6	14	7	--
General program resources	10	13	4	--
Assessment of instructional effectiveness	8	17	1	1
Record keeping on student performance	12	7	7	1
Staff/in-service training	8	3	-	16

j Program Funding

Program directors were asked to list funding sources for their literacy programs. All of the literacy programs receive state funds for program operation. Of the 27 programs, eleven reported receiving federal funding.

Five program directors reported that their programs could handle at least 50 additional students without receiving additional funding and two programs indicated that they could not increase the number of students they serve without additional funding. Directors of eighteen programs believed they could increase the number of students they serve by 75 to 300 students without receiving additional funding.

k. Program Staffing

Twenty-four programs reported that their instructors taught at least one classroom course per year. Sixteen programs, however, employ no full-time instructors. Eleven programs employ three or fewer full-time instructors. Fourteen programs require that instructors hold a B.A. or B.S. degree from a four-year college. Six programs require a college degree plus in-service training and two programs require specialized training in the specific areas of instruction (e.g., special education).

Nineteen of the 27 programs reported using volunteers in providing literacy services. These programs utilize from one to 26 volunteers with one program reporting the use of 185 volunteers. Volunteers are used most frequently for classroom instruction or tutoring and outreach services. Program directors who do not use volunteers cited lack of time for training as a primary reason for not using volunteers and the fact that their programs are set-up for paid staff to perform instructional and support activities.

l. Recommendations for Improving Literacy Services

Program directors were asked to identify ways to improve instructional materials, instructional techniques, and recruitment and retention of students. Directors in 11 programs stated that they needed more money for purchasing books, courseware, and other instructional materials. Thirteen directors reported that they needed ongoing training and staff development for instructors.

Five directors reported that their programs needed additional money to support advertising and hiring of recruitment/retention specialists. Six directors reported needing assistance in finding innovative ways to reach students to let them know about literacy programs. Directors noted that retention of students would be improved if students received more individual attention and if follow-up efforts were expanded.

2. *Instructors*

a. Characteristics of Instructors

A total of 140 instructors were interviewed from the eight study sites. Fifty-three were ABE instructors, 17 were CED instructors, and 70 who instruct in a combination of GED, AHS, ABE, and CED programs. Of the 140 instructors, 94 percent were paid instructors. Sixty-five percent of the instructors had B.A. or B.S. degrees and another 29 percent had post-graduate degrees. The majority of the respondents (84 percent) were females. The age of the instructors ranged from 23 to 68 years. The distribution of instructors by age is shown in Table 4.7

Table 4.7 Distribution of Instructors by Age.

Age Category	Percent of Instructors
Less than 35	27 %
35 to 39	29 %
40 to 50	30 %
Over 50	14 %

b. Instructional Time

The majority of instructional time was spent in classroom instruction in basic skills. A small percent of the instructors provide tutoring (3 to 9 percent, depending on grade level). Sixty-nine percent provide instruction in a large classroom setting (ten or more students). Instructors cited one-on-one instruction and small group (five or less), 66 and 31 percent respectively, as the most effective instructional setting.

As shown in Table 4.8 below, the majority of instructors worked 20 hours or less per week. Fifteen percent of the instructors for the ABE program, 28 percent of the instructors in the combination programs, and 35 percent of the CED instructors worked more than 20 hours per week.

Table 4.8 Distribution of Instructors by Number of Hours Worked Per Week and Program Type.

Program Type	Hours Worked Per Week		
	10 or Less	10-20	21-40
ABE	59 %	26 %	15 %
CED	47 %	18 %	35 %
Combination	49 %	23 %	28 %

c. **Work with Students**

Most of the instructors (59 percent) reported working with 20 or fewer students as shown in Table 4.9 below. Sixteen percent of the instructors had between 21 and 30 students, and about 25 percent of the instructors reported working with more than 30 students.

Table 4.9 Distribution of Instructors by Number of Students.

Number of Students	Percent of Instructors Working With Students
Less than 11 Students	30 %
11-20 Students	29 %
21-30 Students	16 %
31-60 Students	19 %
Over 60 Students	6 %

Instructors used a variety of instructional materials across program types. Overwhelmingly, they rated materials they were using as very effective in improving the students' basic skill level. Only 5 of the 140 instructors rated the instructional materials as ineffective.

Over half of the instructors (56 percent) felt that low self-esteem was a major problem for adult students who are learning to read. The other major problems listed by instructors as barriers to adult learning were: family problems (42 percent); learning disabilities (40 percent); transportation problems (39 percent); and lack of motivation to learn (36 percent).

Instructors were asked if they had experienced any of the problems listed in Table 4.10 below in teaching adults to read. The most common problem experienced by ABE instructors concerned students being out of school too long. This problem was also identified by the majority of the CED instructors. Over half (54 percent) of the instructors in the combination program type cited lack of motivation on the part of the students as a major problem.

Table 4.10 Distribution of Instructors by Problems in Teaching Adults to Read.

Problems Experienced By Instructors	Percent of Instructors by Program Type		
	ABE	CED	COMBINATION
Too many students in class	42%	53%	41%
Students lack motivation	50%	33%	54%
Poor instructional materials	12%	40%	21%
Students had been out of school too long	68%	71%	49%

d. Support Services

Instructors were asked to rate the importance of offering support services for students. These responses are shown in Table 4.11 below. Educational counseling and job seeking skills were considered very important support services by over 70 percent of the instructors. Financial assistance was considered as very important for students by a little over one-third of the instructors.

e. Why Students Leave Program

Instructors reported (based on their experiences) the main reason students leave literacy programs. The primary reason listed by instructors (31 percent) was that students made slower progress than they anticipated; loss of interest in program and program took too many hours were listed next (13 and 12 percent, respectively). Child care was considered as a reason for

quitting 10 percent of the time and 9 percent of the instructors felt that students left the program because of work conflicts (see Table 4.12 below).

Table 4.11 Distribution of Instructors by Importance of Support Service.

Type of Support Service	Percent of Instructors: Very Important	Somewhat Important	Not Important
Educational counseling	72 %	26 %	2 %
Career/employment assessment	63 %	31 %	6 %
Job seeking skills	71 %	25 %	4 %
Job placement/referral	58 %	32 %	10 %
Financial assistance	35 %	35 %	30 %
Child care	50 %	30 %	20 %
Transportation	53 %	30 %	17 %
Information/referral (educational or social)	49 %	40 %	11 %
Follow-up after students leave	59 %	35 %	6 %
Personal counseling	58 %	42 %	0 %

Table 4.12 Percent of Instructors by Reasons Students Leave Literacy Program.

Reasons Students Leave Program	Percent of Instructors
Slow progress	31 %
Loss of interest	13 %
Too many hours	12 %
Child care	10 %
Work conflicts	9 %
Miscellaneous	7 %
Treated like a child	6 %
Achieved goal	6 %
Personal/family reasons	5 %
Transportation	2 %

f. **Program Evaluation**

Overwhelmingly, instructors felt that basic education and remedial programs should be evaluated for outcomes and effectiveness (94 percent). Instructors were asked to indicate measures or forms of evaluation that should be used for this evaluation. Seventy-nine percent of the instructors mentioned using educational gains (e.g., grade level gains) to evaluate program outcomes; 85 percent cited student satisfaction and 57 percent cited economic or employment gains (e.g., finding a job or getting off welfare). A small number of instructors suggested using criteria such as students' improvement in survival skills or oral interviews as meacures of determine student progress.

g. **Program Improvements Needed**

Instructors were asked to report how much improvement, if any, was needed for twelve program activities. From 15 to 51 percent of the instructors reported that a great deal of improvement was needed in one or more of the program activities. The top four areas cited as needing a great deal of improvement were: publicizing services and attracting students (51 percent), providing support services such as child care or employment counseling (44 percent), volunteer training (39 percent) and staff/in-service training (36 percent).

h. **Job Satisfaction**

The overwhelming majority of the respondents indicated that they have had very positive experiences as instructors in terms of receiving adequate assistance from their supervisor, receiving adequate job training, and opportunities to share ideas with other instructors or tutors. Futhermore, the instructors felt that they were able to give their students adequate individual attention, had adequate procedures for letting students know they were progressing in the program, and felt a sense of accomplishment in what they did for students.

1. In-service Training

Nearly three-fourths of the instructors reported that their program had offered in-service training. Of those, 72 percent felt that the time allotted to in-service training was sufficient. Sixty percent stated that the training was very useful in their work with students. Over half of the instructors (56 percent) reported that they had made changes in their instructional methods or instructional materials as a result of this training. The primary changes instructors reported making were trying different techniques for instructing adults, trying more effective techniques for one-on-one instruction, and changing instructional materials.

Instructors were also asked if they needed additional training in five specific areas shown in Table 4.13. In addition to the areas listed, a small number of instructors stated that they needed more training in techniques for working with people who have learning disabilities.

Table 4.13 Percent of Instructors by Additional Training Needed.

Type of Training Needed by Instructors	Percent of Instructors
Instructional techniques	59 %
Motivating students	66%
Working with adults	56%
Using curriculum materials	61%
Retaining students	59 %

j. Training Topics

Instructors were asked to rate the importance of including ten specific topics in a training workshop in terms of how important it was for them to receive this training (see Table 4.14). The topics identified by instructors as very important to include in the training are presented below.

Table 4.14 Percent of Instructors by Training Topic.

Training Topic Rated Very Important	Percent of Instructors
Retaining/keeping students from quitting program	87 %
Selecting appropriate materials for adult learner	72 %
Understanding the reading process	70 %
Evaluation procedures to provide student feedback	62 %
Building rapport with adults learners	61 %
Alternative instructional styles and methods	58 %
Making referrals for employment/human services needs	55 %
Understanding today's job market for students	52 %
Making referrals to other literacy programs	44 %
Discovering/assessing nonacademic needs of students	42 %

k. Recommendations for Improving Literacy Program

Instructors were asked to give general recommendations concerning reducing illiteracy. These recommendations are summarized by topic in Figure 4.1 below.

Figure 4.1 Recommendations of Instructors for Recruiting and Retaining Students, Improving Instructional Materials, and Improving Service Delivery.

Recruiting Students

Increase advertising (television and radio)
Stress importance of reading
Use more public announcements
Recruit through industry
Word-of-mouth via current/past students
Door-to-door campaign
Use previous dropout lists
Newspaper inserts/mail box flyers

Retention of Students

Improve instructor sensitivity
Smaller class size
Increase follow-up with quitters
Increase encouragement for students
Increase community support
Develop incentive program

Improving Instructional Materials

Increase variety of materials
Make materials more appropriate to students
Increase computer-based materials
Involve instructors in selecting materials
Improve instructor use of materials

Improving Service Delivery

Improve relationship with general community
Increase financial support
Improve/increase support services
Improve relationships with other agencies/service providers
Conduct program evaluation and follow-through activities

3. *Students*

a. Characteristics of Students

A total of 323 students were interviewed from the eight study sites: 179 ABE, 42 GED, 72 AHS and 30 students enrolled in a combination of these programs. Sixty-four percent of the respondents were females. Slightly over half of the students work full or part-time (56 percent). The majority of the students worked as machine operators, sales or office clerks, or held unskilled service jobs. The age of the students ranged from 16 to 81. The distribution of students by age is shown in Table 4.15 below.

Table 4.15. Distribution of Students by Age.

Age Category	Percent of Students
16 to 20	29 %
21 to 29	13 %
30 to 39	20 %
40 to 49	16 %
50 to 59	11 %
60 and Over	11 %

b. Years of School Completed

The number of years of school completed by these students is reported in Table 4.16 below. The majority of the students reported completing one to three years of high school (69 percent).

Table 4.16 Distribution of Students by Years of School Completed.[1]

Years of School Completed	Percent of Students
8 years or less	28 %
9 years	21 %
10 years	28 %
11 years	20 %

[1] *Eleven students reported finishing the 12th grade but were taking classes to improve their basic reading/writing skills.*

c. Age When First Quit School

Students were asked to report their age at the time they first quit school. The majority of students reported quitting school when they were 16 or 17 years old (see Table 4.17). Twenty percent of the students quit at age 15 or younger.

Table 4.17 Distribution of Students by Age When First Quit School.

Age Quit School	Percent of Students
Less than 16 years old	20 %
16 years old	38 %
17 years old	30 %
18 years old	9 %
19 to 20 years old	3 %

d. Reasons Students Quit School

Students were asked to list reasons why they had decided to quit school. The most often reported reason (116 responses) for quitting school was: "no interest in school -- failed a lot of course credits and got behind in school." The next most frequent response was "had to get a job...needed a job...had to work on the farm" (98 responses). Getting married or having a baby were listed 77 times as reasons for quitting school and personal or health reasons were mentioned by 33 students. Other reasons for quitting school given by a few students were that they either lacked transportation or their family moved around a lot.

e. Enrolling in Literacy Programs

Ninety-three percent of the students reported that it was easy to enroll in a literacy program once they had decided to get help with reading or other basic skills. Eighty-five percent of the students thought that enough was being done to let adults know where to go for educational services. Of those who felt more should be done to inform adults, most suggested that the school do more advertising. The majority of students said they first found out about the program from friends and relatives (68 percent).

f Why Students Enrolled In Program

Students were also asked why they had decided to return to school. The primary reason reported by students was self-improvement or get a diploma (about 65 percent). Twenty-four percent of the students said that getting a job or better job was their motivation for returning to school. The remaining students listed wanting to further their education as the reason they had returned to class.

g Class Location

Students attend classes at a variety of locations throughout their community. Over half of the students reported attending classes at the local community college (53 percent). Other sites where students attended literacy classes include: public school buildings (17 percent), neighborhood centers (13 percent), churches (7 percent), businesses (7 percent), libraries (2 percent), and other miscellaneous sites (2 percent). About 80 percent of the students reported that the time and day(s) their classes met were very convenient.

h. Transportation/Child Care Needs

Only 8 percent of the students in the survey reported having transportation problems. Ninety-two percent of the students reported that the program they attended did not provide help with transportation. Of those who needed transportation help, the instructor was the primary provider of transportation.

Twenty-eight percent of the students reported having a child under age 12. Of these students, 23 percent reported missing class because of child care problems. Nine students reported that the community college they attended had child care arrangements to help students.

i. Instructional Techniques

Students reported using a variety of instructional techniques in their program of study. These techniques are listed below with the students' rating of how the techniques helped them to learn. As indicated in Table 4.18, the majority of students received instruction in small or large group setting.s Students who were involved in small groups stated that this setting helped them "a lot" in terms of learning. Large group participants did not report that this setting was very helpful to their learning. The learning center and private tutoring services were also considered to be helpful to the students who used these methods. Regardless of the instructional technique

used, students rated materials used in their classes as very interesting and somewhat interesting, 40 and 54 percent, respectively. Only 6 percent of the student respondents considered the materials used in their classes uninteresting.

Table 4.18 Distribution of Students by Instructional Techniques Used and Effectiveness Rating.

		How Method Helped Student Learn			
Instructional Techniques	Percent Used	a lot	somewhat	none	don't know
Learning center	48 %	77 %	20 %	3 %	0%
Video tapes	13 %	50 %	48 %	2 %	0%
Computers	35 %	66 %	30 %	3 %	1%
Watched tv at home	16 %	58 %	36 %	6 %	0%
Tutored privately	6 %	75 %	25 %	0 %	0%
Classroom:					
Small group	76 %	77 %	21 %	1 %	1%
Large group	68 %	24 %	65 %	10 %	1%

j. Time Spent In Class or With Tutor

Students reported spending from one to forty hours in class or with a tutor in an average week. Fifty-nine percent of the students spent 6 hours or less, 20 percent spent 7 to 12 hours, 16 percent spent 13 to 20 hours, and 5 percent spent over 20 hours per week in class. Students were asked if the time they spent class or with their tutor was too much, just the right amount, or too little time. Eighty percent of the respondents felt the time they spent in instruction was just right. Approximately 4 percent felt the time spent was too much and 16 percent felt they needed more time in class or with a tutor.

k. Satisfaction with Instructors

Ninety-six percent of the students said "no" when asked if anything about their instructor or where classes were held bothered them. Ninety-eight percent said they enjoyed the time that they spent with their instructors. Approximately 98 percent of the student respondents stated that they understood what was going on in class most of the time (68 percent) or some of the time (30 percent).

l. Satisfaction with Program/Training

Students were asked to report how satisfied they were with their overall training. Sixty-seven percent responded that they were very satisfied with the help and basic skills training that they had been receiving, 30 percent were satisfied, and 3 percent reported being dissatisfied with their program. Seven of the ten students who were not satisfied with their training gave their reason as disliking the instructor. Those who were satisfied with the program gave a variety of reasons which are listed in Figure 4.2 below. Students were asked how they could be helped more by the instructor/tutor. The overwhelming response was more individual instruction.

Figure 4.2 Reasons Given by Students for Liking Program.

Reasons for Liking Program

Like learning in general
Quality of help/instructors
Ability to work at own pace
Overall atmosphere
Locale convenient
Computers
Time convenient

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m. Ways Students Will Use New Skills

Students were presented with a list of ways they might use their newly-acquired skills. Most students selected at least two new ways they would use these skills. The responses are listed in Table 4.19 below.

Table 4.19 Number of Students by How They Will Use New Skill.

How Student Will Use New Skill	Number of Students Responding Yes
Use on job to be promoted or to do current job better.	98
Use to seek employment.	140
Use to change jobs.	119
Use to seek further education such as vocational or trade school.	265
Use to read stories to children or to help children with homework.	111
Use to be more confident in daily activities/personal satisfaction.	307
Use to stop being afraid that others will learn that I can not read.	46
Use to inform others.	8

n. **Prior Enrollments**

Sixty-seven of the respondents (21 percent) reported being enrolled in class or signed-up with a tutor at an earlier time. Of these students, 47 students had been enrolled only once before, 14 had been enrolled twice before, 5 had been enrolled three times before, and 1 student had enrolled and quit four times before the current class. Conflicts with working or feeling like they were not learning were the two major reasons students gave for quitting school the last time they were enrolled.

o. **Reasons Not Attending Before Now**

The students who were enrolled for the first time were asked why they had not sought help before. The main reasons given by students (ranked from highest to lowest number of responses) were: family responsibilities/conflict, job responsibilities/conflict, no time, no interest, not knowing that the program existed or where to go for help, did not need to read before now, and child care too expensive/unavailable.

p. **Recommendations for Improving Literacy Programs**

Students were asked to make recommendations about how to improve instruction of adult students, how to improve instructional materials, and how to recruit and retain students. The responses are listed in Figure 4.3 below.

Figure 4.3 Recommendations By Students for Recruiting and Retaining Students, Improving Instruction, and Improving Instructional Materials.

Improving Instruction and Instructional Materials

More one-on-one instruction
More caring/understanding staff
More convenient hours
Let students work at home
Make materials more adult-like, less child-like
More help from instructor to understand materials
Lower cost of materials

Recruiting Students

More advertising on television and radio
Increase direct contact with potential students
Word-of-mouth/testimony advertising by students
More encouragement and praise for students
More support services for students

Retention of Students

Provide child care
More variety in programs
More encouragement and recognition
Allow smaller classes
Provide transportation services
Provide financial aid

D. *Summary*

Survey data were collected from program directors, instructors, and students at eight community colleges in North Carolina. A major goal of the survey was to obtain input from the three basic participant groups (literacy program directors, instructors, and students) on ways to improve the delivery of literacy services to adult learners. In addition, the survey collected basic descriptive information about program directors, instructors, students, and the overall operation of the literacy programs. Twenty-seven program directors representing the four literacy program areas completed mail surveys. Telephone interviews were conducted with 140 instructors and 323 students. The major findings are summarized below for each of the respondent groups.

1. *Program Directors*

All program directors for literacy programs in the eight study sites (ABE, CED, AHS, and GED) were included in the survey. The major findings are reported below.

* Nineteen of the 27 programs included in the study were administered by one program director or coordinator.
* Eleven programs had part-time administrators.
* Program directors reported that over half of their students were unemployed and most of the employed students were working in unskilled jobs.
* All 27 programs offered classroom instruction and daytime classes.
* All of the programs offered night classes and 14 programs offer weekend classes.
* The majority of the literacy programs provide literacy training not only on their campuses but throughout the community--locations such as churches, public school buildings, human service agencies, and correctional facilities.
* The most used instructional services were the classroom (lecture etc.), computer-assisted instruction, and one-on-one tutoring.
* Most support services are provided on a year-round and individual basis.
* The majority of programs offer educational counseling and less than half offer employment counseling or job placement referral services.

- Three programs offer transportation services and two programs offer child care services.
- Most support services are provided by staff other than instructors.
- Study sites reported formal working relationships with public schools (15 sites), correctional agencies (16 sites), job service agencies (17 sites), and human service agencies (13 sites).
- Approximately half of the programs publicize their programs a "great deal" and half publicize their program "somewhat".
- All program directors indicated that expansion of outreach efforts was their top priority for the next year.
- Program activities mentioned by at least half of the program directors as needing "a great deal of improvement" were: publicity/outreach activities, inter-agency networking activities, and diagnosing student needs/goals.
- One-half of the program directors reported routinely collecting feedback via structured questionnaires from students about program services/activities.
- Twenty-four of the 27 program directors reported that instructors taught at least one classroom course per year and 16 programs do have full time instructors.
- Twenty-two of the 27 programs require at least a college degree.
- Nineteen of the 27 literacy programs use volunteer staff.
- Program directors recommended the following to improve the literacy services: increase funding for instructional materials, increase ongoing in-service training for instructors, increase funding for advertising literacy programs, increase funding to hire recruitment/retention specialists, allow smaller class size to encourage giving more individual attention for students.

2. *Instructors*

Interviews were completed with 140 instructors representing each of the four literacy programs (if available) at each study site. The major findings are reported below.

- Ninety-four percent of instructors were paid instructors.
- Sixty-five percent of instructors had a B.A. or B.S. college degree, another 29 percent has a post-graduate degree.

- Sixty-nine percent of the instructors reported providing instruction in a large classroom setting.
- Sixty-six percent of the instructors felt that one-on-one instruction was the most effective way to teach adults.
- The majority of instructors worked 20 hours or less per week.
- Nearly all of the instructors rated the instructional materials they use as effective.
- Instructors identified major problems faced by adults in learning to read as: low self-esteem, family problems, learning disabilities, transportation problems, and lack of motivation to learn.
- The most common problem experienced by instructors in teaching adults was that these adults had been out of school too long.
- Instructors felt that the most important support services needed by students were educational counseling and job seeking skills.
- The primary reason given by instructors for students leaving the program was the slow progress made by students.
- Ninety-four percent of instructors felt that the program should be evaluated for outcomes and effectiveness.
- The top four program activities cited by instructors as needing improvement were: more advertising--publicizing services and attracting students, providing more support services (such as child care or employment counseling), volunteer training, and staff/in-service training.
- The majority of instructors liked their jobs and felt a sense of accomplishment in what they do for students.
- Over half of the instructors reported needed more training in areas such as instructing and motivating adult students, how to retain students, and how to use various curriculum materials.
- The primary recommendations for improving literacy programs cited by most of the instructors are as follows: increase advertising for literacy services/programs to recruit students and recruit more students from industry; improve instructor sensitivity and reward/encouragement techniques to retain students; have smaller classes; improve instructional materials by increasing the variety of instructional materials and making them more adult-like; improve service delivery by improving and increasing support services;

improve relationships with general community and other service providers; and conduct program evaluation activities.

3. Students

Interviews were completed with a sample of 323 students who participated in the ABE, AHS, or GED programs during the 1987 Fall quarter. The major findings are reported below.

* Fifty-six percent of the student respondents worked full- or part-time.
* Students ranged in age from 16 to 81 years old.
* Sixty-nine percent of the students reported completing one to three years of high school.
* Sixty-eight percent of the students first quit school when they were 16 or 17 years old.
* The top two reasons students gave for quitting school the first time were: had to get a job/work on the farm and no interest in school/failed several courses and got behind in school.
* Ninety-three percent of the students reported that it was easy to enroll in their current program of study.
* The majority of the students first found out about the literacy program from friends and relatives.
* Sixty-five percent of the students reported "wanting to improve self/wanting to get a diploma" as their reason for returning to school.
* Eighty percent of students reported that the time and day(s) they had classes were convenient.
* About one-fourth of the students with children under the age of twelve reported missing classes because of child care needs.
* Students rated learning centers, private tutoring, and small classroom instructional settings as very helpful in helping them to learn.
* Fifty-nine percent of the students reported spending 6 hours or less in class per week.
* Ninety-six percent of students said they did not have problems with their instructors.
* Sixty-seven percent of students reported being satisfied with their basic skills training.

* The majority of students reported they could be helped more by the instructor/tutor by receiving more one-on-one instruction.
* The ability to work at their own pace and the enjoyment of learning were reasons given by students for liking their program of study.
* The top three responses given by students about how they will use their newly-acquired skills were: use new skills to feel more confident in daily activities/personal satisfaction; use new skills to be promoted, change jobs, or get a job; and use new skills to seek further education.
* Sixty-seven percent of students had been enrolled prior to current enrollment.
* The primary recommendations for improving literacy services cited by the majority of the students are as follows: increase television and radio advertising about literacy services/programs to recruit students; increase direct contact with potential students; improve instructor sensitivity and reward/encouragement techniques to retain students; provide more support services such as child care and financial aid; improve instructional materials by making them more adult-like, less child-like; and improve instruction by increasing individual instruction (more one-on-one).

V. ON-SITE DATA COLLECTION

V. ON-SITE DATA COLLECTION

A. General Procedures

Round table discussions were held at each of the eight community colleges chosen as study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy program staff members and from groups who provide literacy services in the local area. Community-wide input was sought to provide multiple perspectives on the problem of adult illiteracy and potential solutions to this problem at the local level and in the state as a whole. As part of the introductory activities at the round table session, secondary data were displayed and discussed by participants (see Chapter II). This discussion was helpful in clarifying various characteristics of the population to be served in the local area. This process helped the group to identify problems and barriers to serving the targeted population and to suggest recommendations to overcome them. In addition, an inventory of local literacy services was completed prior to the on-site visits. This procedure is discussed below.

B. Inventory of Local Literacy Services

Prior to each site visit, local literacy program staff members were asked to complete an inventory of literacy services available in their community college service area. The service inventory is an index of literacy resources in the local areas and represents agencies that program directors were aware of or able to contact and, therefore, may not be an exhaustive list of local services. Figure 5.1 summarizes the types of literacy services identified in the inventories compiled for the eight community college service areas.

As shown in Figure 5.1, several types of organizations provide literacy services in the areas surrounding the eight study sites. (A detailed listing of individual agencies appears in Appendix D.) Of these organizations, literacy councils and community colleges provide direct services such as classroom instruction and tutoring in basic skills. In most cases, these groups provide some type of counseling and other support services for students. In the case of literacy councils, these services are usually provided by volunteers on an informal basis.

Figure 5.1 Literacy Services Identified in the Eight Study Sites.

Type of Agency	Services Provided	Range Served	Fees
Literacy Councils/ Voluntary Associations (n=9)	Recruitment and training of volunteers; referrals to other agencies; one-on-one tutoring in reading and basic skills; career and personal counseling; transportation; assessment/ folow-up; education on literacy problems.	3-300	None
Government Agencies (n=16)	Referrals to literacy programs, DCC, sheltered workshops, and extended day; schools; tutoring in basic, high school, and vocational skills; testing; counseling; day-care; provision of transportation and cost of transportation; payment of stipend for work experience clients.	3-200	None
Public Schools (n=10)	Assessment/follow-up; referrals to literacy programs; GED; tutoring in basic/high school skills; transportation; day care; career/ personal counseling; provision of class space; "Read to Succeed Program."	15-200	None
Correctional Facilities (n=4)	Assessment and referral to literacy programs; GED counseling.	30-75	None
Colleges/Institutes (n=7)	Assessment, follow-up; referral to literacy programs; instruction in Adult Basic and Compensatory, Education, Adult High School; Human Resource Development, GED testing; one-on-one tutor- ing; day-care; pre-employment skills training; career/personal counseling.	12-1,200	$5 for GED testing
Business/Industry (n=5)	Assessment/follow-up; volunteer training; referrals to literacy programs; instruction in Adult Basic Education and Adult High School; GED testing; transportation.	6-1 42	$5 for GED testing

As indicated in Figure 5.1, support services are frequently provided through the college in general rather than through specific basic skills programs. In the service areas for the study sites, correctional facilities and business provide structure and housing for literacy classes sponsored and taught, in most cases, by community college staff. Public schools, government agencies, and human service agencies provide referrals to community college programs.

Most literacy services are free of charge to the student. Small, one-time fees are charged for GED testing. In several of the study sites, transportation is provided on a limited basis by the community college or literacy council volunteers at no cost to the student.

C. *Roundtable Discussions on Problem of Illiteracy*

1. *Selection of Participants*

On-site data collection procedures were established in consultation with North Carolina Department of Community Colleges agency staff and a panel of representatives from the study sites. This group included directors of literacy programs and institutional planning officers. A meeting involving these persons was held prior to the on-site visits. At this meeting, research project team members, literacy program staff, and community college representatives developed the service inventory form and devised procedures for conducting the on-site visits.

Local community college representatives were asked to host the on-site visits and to organize a meeting of literacy service providers, concerned citizens, and referral agencies in the local service area. Program directors at the study sites determined who should be invited to their respective meetings. Table 5.1 lists the major categories of service providers who attended the meetings across the eight study sites.

2. *Service Delivery Problems*

Group discussions yielded substantial information on interaction among agencies providing literacy services in local areas. Most agencies represented in the eight community college service areas maintain a close working relationship with their local community college. Referrals are made to community college programs on a regular basis by agencies such as Departments of Social Services, JTPA Programs, and local public school systems.

Participants in the on-site group discussions identified issues and problems impinging upon delivery of literacy services at the local level as well as potential solutions to these problems. The major issues that emerged during these discussions are discussed below.

Table 5.1 Service Providers Attending On-Site Discussion Groups.

Affiliation of Service Provider	Number of Representatives
Community College Program Representatives	
ABE	10
GED	7
AHS	2
CED	1
ABLE Centers	2
Advancement Studies	2
Human Resources Development	4
Dropout Intervention	1
Other Programs	7
Local Government/Human Service Representatives	
Chamber of Commerce	2
Social Services	5
Hospitals	2
Vocational Rehabilitation	3
Libraries	2
Employment Security Commission	1
Job Training Partnership Act	3
Sheltered Workshops/ADAP	1
Commission on Indian Affairs	2
Voluntary Association Representatives	
Service Organizations/clubs	1
Literacy Councils	10
Correctional Programs Representatives	
Adult Probation Program	2
N.C. Department of Corrections	1
Public Schools	5
Industry/Business	7

a. *Barriers to Service Utilization*

The adult learner is a special student with needs that may vary greatly from the needs typically associated with children. The adult learner who is illiterate or lacking in basic skills needed to function in society is particularly at risk of encountering obstacles to completing basic educational programs.

Adult non-readers or low-level readers lack a history of success in life in general and in education in particular. Many persons in this group have repeatedly experienced failure. Consequently, they return to the educational system unsure of or doubtful about their ability to succeed. In addition, they frequently hold unrealistic views of the amount of time and effort that will be required of them to finish school.

To further compound the problems associated with low self-esteem and self-confidence, students bring with them personal problems that, in some instances, have arisen directly as a result of their inability to read. Many students are unemployed and have been referred by public assistance or job training agencies. Of those who are employed, most hold low-paying jobs that do not allow flexibility in scheduling to accommodate schooling (e.g., migrant farm workers may not be able to attend classes until nine o'clock at night or later).

Due to the hardships faced by adult learners in literacy programs, special services are often needed to foster student success. Group participants stressed that the adult learner must be approached in a wholistic manner. Literacy training amounts to more than simply helping the student learn to read. It provides the student with a means of taking control and possibly making some very significant changes in the quality of his or her life.

Literacy programs must take into account the support services that are needed to allow students to integrate literacy training into their lives. For example, community college personnel reported that their students need counseling services to assist them in integrating their newly-developed skills into their lives. One program reported that they had no counselor for ABE students and only one AHS counselor whose primary job responsibility is reviewing transcripts to determine appropriate student placement.

Group participants stressed the fact that many adult students in literacy programs are plagued by problems such as lack of transportation. Some round table participants reported that outlying areas (as far as twenty miles away from campus) were the major areas of poverty in the county.

Many people in these areas have no telephones, personal means of transportation, or access to a public transportation system. Likewise, lack of low-cost or free day care facilities hinders students from accessing literacy services. Furthermore, it is difficult for many students to incur the expenses associated with completing their education even though they may be able to obtain a job based on their improved skills.

This array of complex, interrelated problems is often overwhelming to potential students. Consequently, many students find the logistics associated with returning to school simply too much trouble for the perceived level of reward they will gain. Thus, a significant sector of the potential student population is unable to access services of the community college.

b. *Funding of Community College Literacy Programs*

Funding for literacy programs in the community colleges system is calculated based on either contact hours or membership hours in order to generate a full-time equivalent student (FTE). Contact hours are the actual number of hours a student is in class or in contact with the instructor. In contrast, membership hours are based on a student's being enrolled in the class through a specified point in the quarter. Service providers at the eight study sites strongly emphasized that funding levels and the general funding formula used in literacy programs present a unique and difficult situation in terms of recruitment and retention of students. The following discussion details major concerns about funding for several important components of Department of Community Colleges literacy programs and literacy services provided outside the community college setting.

1) General Funding Formula for Literacy Programs

As indicated in the previous discussion, the adult learner is faced with a difficult and unique set of challenges when he or she attempts to reenter school. The overall administrative approach to literacy programs should reflect the needs of the student and should support creative, innovative techniques and solutions that are successful with this population.

During the on-site meetings, local literacy service providers strongly emphasized that the current funding formula for community college literacy programs does not allow for creative or successful solutions to problems they encounter in serving adults who cannot read. Program staff report that current funding formulas were established between 1950 and 1960 and are not applicable or effective in delivering services to students today.

A major concern expressed by community college personnel at the eight study sites is that funding is based solely on contact hours or membership hours rather than student progress or other criteria. This results in classes that are too large to allow the instructor to spend sufficient time with each student. In order to reduce class size, administrators sometimes hire instructors at a lower rate of pay and risk employing instructors who are less qualified. Furthermore, program staff estimate that as many as fifty percent of students enrolled in ABE courses are subject to learning disabilities in addition to the logistical problems described above. Staff believe that more money is needed to develop instructional strategies for learning disabled students. Moreover, participants in the discussion groups suggested development of a weighted funding formula to support service delivery for these students.

2) Funding of Compensatory Education Programs

Compensatory education is designed to provide educational services to mentally handicapped students. These students require possibly two to three times the resources of most students if they are to succeed in an educational setting. The primary determinant of success of CED students is class size. Compensatory Education programs, however, are funded at the same level as other literacy programs. As a result of this funding strategy, compensatory education classes are often too large to have a positive impact on students. As in other literacy programs, directors sometimes reduce class size by hiring instructors at a lower rate of pay.

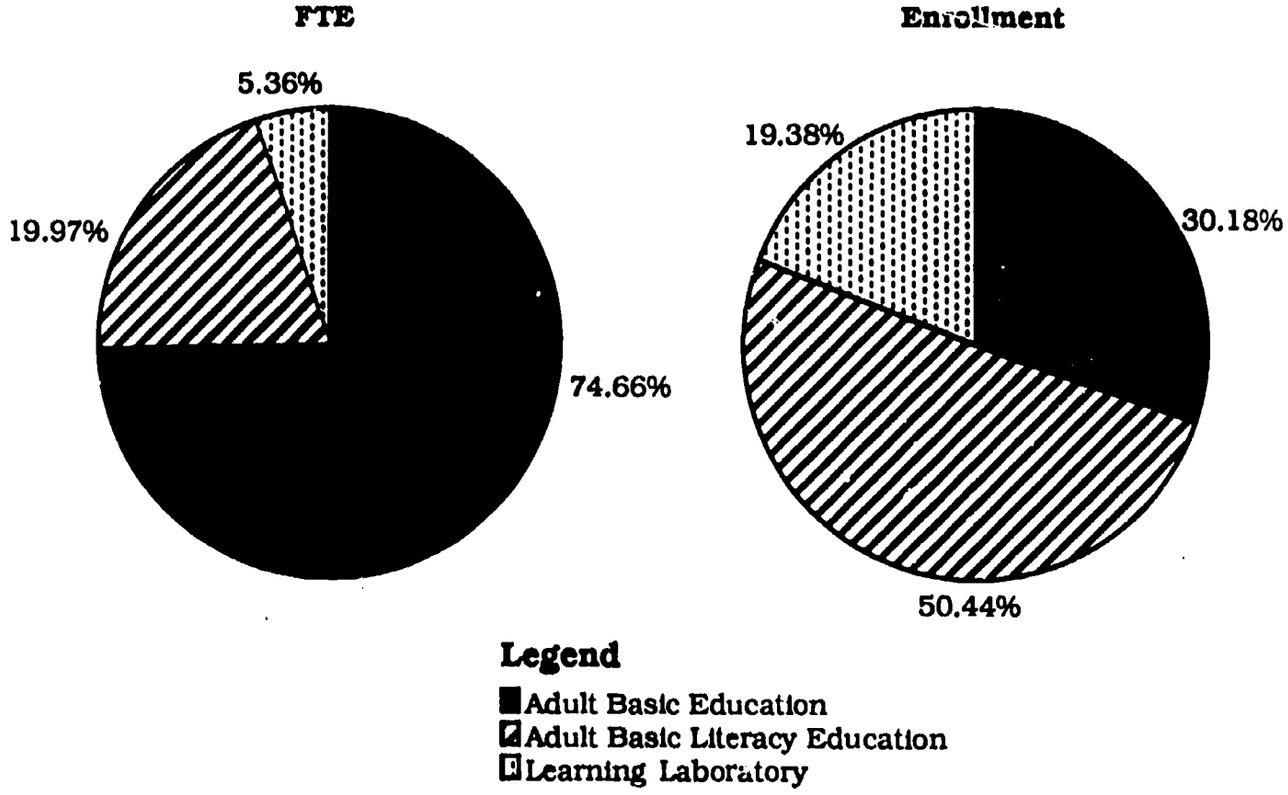
3) Funding of ABLE Centers

ABLE Centers were established to meet the needs of adult students who are unable to attend classes on a regular schedule. These centers allow the student to maintain control over his or her educational schedule and to coordinate schooling with other responsibilities. Staff report that in some ABLE Centers there is a 65 to 75 percent student retention rate. Although the ABLE Center is judged by many staff to be more effective in literacy training than regular ABE classes, funding generated by the ABLE Center is generally less than funding generated by the regular ABE program.

Figure 5.2 illustrates a typical situation in which the ABLE Center receives slightly over one-fourth the amount of funding allocated for the ABE program although student enrollment in the ABLE Center comprises fifty

percent of total enrollment as compared with thirty percent comprised by ABE.

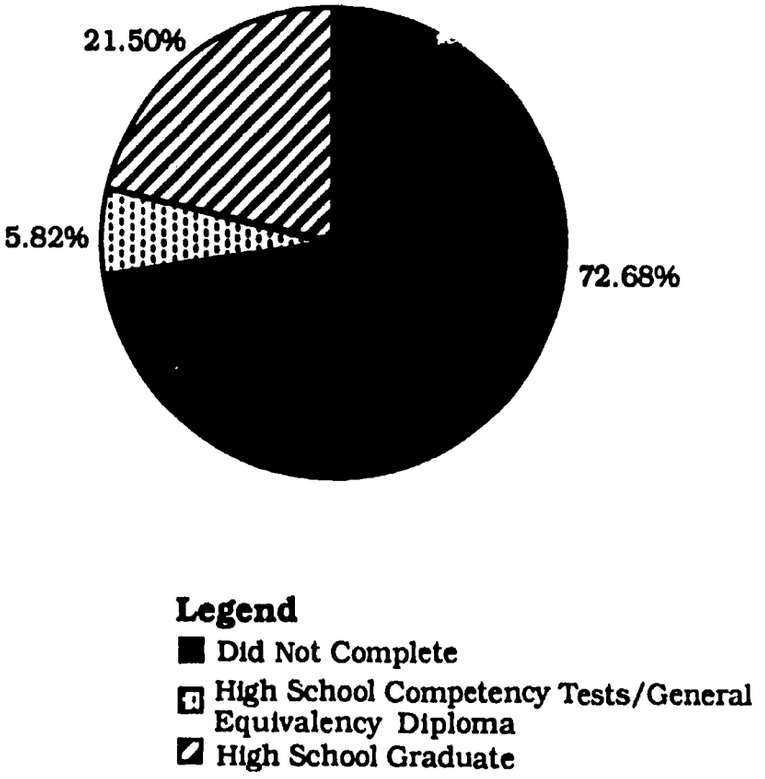
Figure 5.2 FTE Versus Enrollment.[1]



[1]*Data provided by Central Piedmont Community College.*

Additionally, because persons who have high school diplomas cannot be funded through ABE programs, they are referred to ABLE Centers for individualized study; however, the ABLE Center does not receive funding for high school graduates who cannot read. Consequently, when the Centers serve these students they must absorb the cost through other funding sources. Figure 5.3 presents a graphic representation of this situation using data for the ABLE Center in Central Piedmont Community College for 1983 through 1987.

Figure 5.3 Education Level of Students Enrolled in ABLE Center: 1983-1987.[2]



[2] *Data provided by Central Piedmont Community College.*

4) Allocation of Line Item Funding

Local participants in group discussions noted that funding problems are compounded by the inability of local staff to control and allocate funds as they are needed across literacy programs. For example, personnel from one school stated that their literacy programs were well-funded in terms of the overall level of money alloted but that they were unable to hire a secretary for the program because money had not been allocated for administrative support expenses. The same problem applies to purchasing equipment for these programs.

Other local staff members reported that the lack of line-item funding for advertisement and recruitment purposes presents a problem in recruiting new students. Recruiting adult learners in literacy programs is difficult and

time-consuming. Because potential students frequently are unemployed, live in unstable housing condtions, or have no telephones, locating them requires a full-time effort and may necessitate direct contact through door-to-door canvassing or telephoning potential students. Furthermore, enrolling students after they are located is difficult because potential students are often unable to see the need or benefit in returning to school due to problems associated with child care, family responsibilities, transportation, and scheduling classes in relation to work schedules.

5) Funding for Local Literacy Councils

Literacy Councils are quite active in providing literacy services in several of the eight study sites. One Literacy Council reported having approximately 150 tutors who work individually with an equivalent number of students. Most literacy councils use volunteers but, occasionally, are able to employ a part-time paid coordinator. The Laubach system is used most commonly with students tutored by literacy council members in the eight study sites. This method uses a phonetically-based approach to teaching reading.

Most literacy council representatives who attended the on-site discussions reported that they provide tutoring in basic reading, and, occasionally, writing, math, and GED preparation. Some councils provide diagnostic screening services using Laubach for students at basic levels.

Literacy council representatives reported that, although they operate on a volunteer basis, lack of funding for support services presents a major operating problem. Administration of programs involving numerous student/tutor matches requires extensive work in training tutors, recruiting students, ordering materials, publicizing the program, and, in some cases, providing transportation services for students. Additionally, lack of funding for securing facilities needed for conducting tutoring sessions is an important problem.

c. Lack of Inter-Agency Coordination and Cooperation

Group participants called attention to a significant problem related to coordination between local community coleges and public school systems. Group participants reported that extensive levels of cooperation exist between these two systems in some locales; they noted, however, that in others there is a serious lack of cooperation that seems to involve a virtual competition for students. Some group participants felt that structural factors

at the state level, in essence, pit the two systems against each other. For example, students under age eighteen who drop out of the public school system and enter the community college system are subject to a waiting period of six months unless they have a release from their principal. During this waiting period some students simply drift out of the system and never enroll in the community colleges system.

Although sixteen-year-old high school dropouts may be referred to community college programs with the special release, staff at some community colleges are hesitant to approach these students because they believe that high school personnel see them as interfering in the public school's legitimate domain. Consequently, many high school dropouts between the ages of sixteen and eighteen "fall between the cracks" and are not served by either system.

Some local school systems do not provide alternative educational settings to meet the needs of students aged sixteen to eighteen who are not able to continue in the traditional classroom setting. Consequently, in many cases, these students are referred to the community college. Many group participants felt that these students would be better served in a high school setting with students their own age.

d. Lack of Cooperation from Employers of Adult Students

Several participants in the group discussions were representatives of businesses and industries that provide literacy training or cooperate in the effort with local community colleges or literacy councils. Many success stories were reported concerning the gains made by students in these programs. In most cases, industries sponsor classes at the work site that coincide with shift changes. Instructors are usually provided through the local community college. Recruitment is a joint effort between industry personnel, community college recruiters, and, in some cases, former students.

The motivation for industries to initiate such programs relates to concern for the overall well-being of employees as well as concern for the image and efficiency of the company. Several industry representatives in the group meetings noted that it was in their interest to educate their workers. They pointed out that, in manufacturing, jobs have changed drastically in the past twenty years due to the "high-tech" nature of today's job market. To succeed at the same job that his or her parents held in the past, an employee

today may be required to use sophisticated machinery, read computer printouts, or take detailed measurements. Additionally, shipping labels and instructions for use of products must be read and comprehended by the employee. Employees who are unable to perform these functions frequently depend on others to assist them; thus, work time for two employees is lost in the process. Furthermore, it is becoming increasingly difficult for employees to maintain a facade of competence to perform positions for which they are becoming gradually less and less qualified.

Although industry-sponsored classes have been successful in many places, several obstacles to this approach to literacy training still exist. Some employers see no benefit for the company or its employees in sponsoring literacy classes and others openly admit that they do not want their workers to raise their educational level because they might leave the company. Additionally, although general supervisors are frequently responsive to the idea of literacy training, first-line supervisors are often resistant, and occasionally hostile, toward workers who enter literacy training. Participants felt that this attitude may be due to envy or a fear that workers might surpass immediate supervisors in skill and ability.

Another problem surrounding industry-sponsored classes is scheduling. Many employees depend on co-workers for transportation and cannot stay after work to attend classes. Many employers are unwilling to allocate actual work time to compensate for this problem. Finally, employee self-image presents a problem in recruitment for industry-sponsored classes. Employees frequently are hesitant to let their peers know that they are unable to read. This problem has been so extensive in some areas that literacy program staff sometimes refer industry personnel to literacy programs in other industries or businesses where students will be anonymous.

Group participants felt that industry involvement in literacy training would be greatly enhanced if some tangible incentive were offered to businessses for sponsoring literacy programs. Such incentives might include a combination of tax reduction and benefits or public recognition.

VI. SURVEY OF SELECTED OUT-OF-STATE LITERACY PROGRAMS

VI. SURVEY OF SELECTED OUT-OF-STATE LITERACY PROGRAMS

A. Introduction

State directors of adult literacy programs in six other states were interviewed by telephone to provide information on features of literacy education in their states. In addition, an interview was completed with a staff member of the U.S. Department of Education, Division of Adult Education. The purpose of the out-of-state surveys was to provide data that might be useful to literacy program administrators in providing literacy services.

Out-of-state programs surveyed are as follows:

1. Alabama
2. Mississippi
3. Oregon
4. Virginia
5. Washington
6. Wisconsin

Each of the out-of-state interviews included a series of questions on aspects of literacy program operation and the problem of illiteracy in the state. The general topics included in the survey are as follows:

1. respondent's position and function within the state literacy program;
2. types of literacy programs provided on a statewide basis;
3. size of literacy program target population and proportion of that population currently served by state-sponsored literacy programs;
4. formula used in allocating funds to literacy programs on a statewide basis;
5. strategies used in recruiting students for illiteracy programs;
6. strategies used to retain literacy students until program completion;
7. strategies used in assessment of student progress (e.g., use of a standardized pre- and posttest on a statewide basis; and

8. characteristics of instructors (e.g., level of education, training, etc.).

B. *Findings*

1. *Types of Literacy Services Provided*

The first set of questions focused on the types of services provided by each state. ABE, GED, and AHS programs are offered by each of the states contacted. Two of the states, Wisconsin and Washington, provided detailed information on some of their literacy services. Wisconsin uses a sophisticated and expensive competency-based model (developed in New York) to implement their AHS program. In this model, two full-time counselors work with students individually to develop a study and course plan and to determine the support service needs of each student. The services are standardized with a goal curriculum for each subject and are considered by the users to be very successful. The GED program in Wisconsin requires that students be at least eighteen years old. The program administrator for Wisconsin reported that recently they have set higher standards in the GED course-work and require additional courses in health, career counseling, and civics.

Washington reported having a statewide resource center for all ABE programs. This center handles staff development for the entire state, coordinates the VISTA volunteers, and is in charge of the statewide newsletters, workshops, and conferences. Several other states are interested in establishing a statewide resource center. Washington has 59 GED testing centers across the state and a single site for scoring of the essay portion of the exam. The chief GED examiners are strongly encouraged to attend annual conferences. Furthermore, all of the state's community colleges maintain an AHS program that meets graduation requirements.

2. *Funding for Literacy Programs*

Information about funding for literacy programs was also collected in the interviews with out-of-state program administrators. All of the program administrators reported that ABE programs are free of charge. Most of the states have GED and AHS programs that are either free or charge a minimal fee to cover class or testing materials.

General funding formulas vary across the states with monies coming from local, state, and federal sources. Two of the responding states,

Washington and Oregon, provided the following details about their funding sources. Washington indicated that they did not have a line item in the state legislative budget for literacy programs. However, they have received grant money to hire volunteer coordinators on state and local levels. Washington has a "least educated-most in need" law which is strictly interpreted by the state legislature. Thus, federal money cannot be spent on programs targeted at individuals with more than a eighth grade education.

In Oregon, the state reimburses the local community colleges $1300 for every 680 hours of ABE instruction offered through the community college system. Oregon receives through the "Adult Education Act" $61 per student in federal funds and with local funding being provided through property taxes. The majority of the funding for each of the states contacted is funneled from State Departments of Community Colleges or Public Instruction to local community colleges. Local community college administrators are responsible for distributing funds for the literacy programs and for hiring and determining tenure of literacy instructors.

3. *Models for Reduction of Illiteracy*

Program administrators for the contacted states were asked to describe the current model they use to provide literacy services as well as recommendations they have for the reduction of illiteracy in the future. To preface this question, interviewers first asked respondents to report the percentage of the target population they were currently serving. The responses ranged from two to five percent with only Washington serving a higher percentage (nine percent) of its target population.

Responses concerning general plans for the future were varied. Washington and Wisconsin both indicated that they plan to develop a parent/child model aimed at breaking the parent-child illiteracy cycle. This project will be aimed not only at instructing the parent to read, but also at instructing the parent how to interact with the child and how to encourage the child to learn.

Washington is involved in a three year project aimed at improving the core curriculum for the ABE program. Current efforts focus on changing the curriculum to involve a "life skills orientation" designed to increase student retention. This model should prove to be more useful for students and more applicable to their individual situations.

Wisconsin indicated that current plans focus on serving the population with the lowest levels of education and expanding services in outlying areas. Alabama reported a five-year goal to double the number of students being served, increase and expand programs in correctional facilities, implement services for the homeless, and increase the number of volunteers.

Oregon's future plans include providing services to welfare recipients and providing pre-employment skills training. Virginia responded that one of its major goals is to regionalize the counties so that they can organize and provide a support network for each other.

4. Recommendations for Retention of Students

Respondents were asked for recommendations on ways to improve the retention rate for adult students. Three of the states indicated that they have problems with the retention of students but that they are currently unable to deal with the problems. Virginia recommends that student involvement in planning and evaluation procedures be increased; this would serve the purpose of increasing student dedication.

Wisconsin indicated that they are not currently implementing any new retention procedures but the program administrator recommended the following:

1. develop orientation programs for new students;
2. implement a buddy system for students;
3. increase the use of volunteers to conduct follow-up with students who have stopped attending class; and
4. take steps to make classes more interesting and rewarding for the students.

5. Instructor Certification

The program administrators were also asked about certification requirements of instructors. In each of the contacted states, the majority (about 75 percent) of instructors work part-time. Only Wisconsin and Alabama require certification for their instructors. The other states strongly encourage instructors to obtain their teaching certificate. Alabama requires instructors to be certified by local administrators and encourages them to receive college degrees by establishing an incremental pay scale based on education and experience. Wisconsin requires certification through local boards of education which are administered by the State Board of Education. Furthermore, individuals instructing grades zero through eight are required

to have a bachelor's degree in elementary education; those instructing grade levels nine through twelve are required to be certified to instruct GED and AHS and are required to have an adult basic education degree (equivalent to a Master's degree). Some of the contacted states have a statewide formal staff development plan and others are considering this strategy.

6. *Student Evaluation Procedures*

Student evaluation procedures are in place in all of the states contacted. All six of the states reported that they administer some type of pre- and posttest; however, each reported that the posttesting process is very difficult. Testing materials on the whole are not standardized across the states. Washington uses standardized pre- and posttests and Virginia is in the process of switching to a statewide testing system.

7. *Literacy Councils*

Wisconsin, Mississippi, Alabama, and Virginia reported that they have state literacy councils and all of the contacted states except Wisconsin indicated that local literacy councils are operating throughout their state. Wisconsin has one local level literacy council which is a relatively new program.

8. *Recruitment Techniques*

Recruitment techniques used in literacy programs were described briefly by the program administrators. Current recruitment techniques in each of the states are relatively straightforward and include television and radio advertising, word-of-mouth advertising by current or former students, and public announcements. Several of the states indicated that in order to develop better recruiting techniques they need an increase in funding for advertising.

In Wisconsin the governor currently is planning a recruitment program which will require individuals receiving state or federal funds (e.g., welfare, unemployment benefits) to obtain a GED or AHS diploma in order to retain their benefits. They also recommend getting student referrals from the Department of Motor Vehicles.

Oregon is making successful use of Vista volunteers who travel across the state, talk to people, encourage them, and disperse information to help recruit students for literacy programs.

9. *Program Evaluation*

Contacted states were asked about their procedures for evaluating literacy programs. Each of the states except Mississippi indicated that some form of in-depth program evaluation is conducted. Mississippi reported that evaluations are based on dropout rates and on the number of individuals who pass the GED exam. They also stated that there is an annual state-level monitoring procedure and an annual evaluation by peers. Each of the other states reported that every one to three years some form of administrative or peer review is conducted for each of the various programs and that they also conduct an in-depth study of regional programs every three to six years.

Washington reported that they participate in a Consortium of Western States. This consortium, which is composed of a state director, a local director, and a local instructor (each from a different state) visits and evaluates individual literacy programs. The research team confers and presents recommendations to that state director and to the president of the college.

Wisconsin evaluates ABE programs in the districts every five years. A committee of six to ten people evaluates the literacy program and an evaluation specialist writes up the report and submits it to the district leader with recommendations. The district administrator has one year to address the issues that have been raised in the evaluation report.

C. *Summary*

Major findings from the out-of-state survey are listed below.

- All of the contacted states offer ABE, GED, and AHS programs.
- ABE programs are free of charge in all programs contacted; GED/AHS programs are free or charge a minimal fee for testing.
- Washington reported that they cannot spend federal funds on persons with more than an eighth grade education.
- In the states contacted, local community college administrators are responsible for allocating funds across literacy programs.

* The majority of the states reported serving from two to five percent of their target populations; Washington is serving nine percent of their target population.

* All the states contacted have or are planning to implement innovative pilot programs to recruit students who are most in need of literacy services.

* Recommendations concerning student recruitment focused primarily on the need to provide more monitoring and support services on an individual basis and involving students more in program planning and evaluation.

* The majority of states contacted reported that approximately 75 percent of their instructors have part-time positions.

* All states contacted reported administering some type of pre- and posttest for student evaluation; test materials, on the whole, are not standardized across individual states. Some states are in the process of switching to a statewide testing system.

* Many of the states contacted indicated that they need additional funding for advertising in order to improve recruitment efforts; several states are making successful use of volunteers to help recruit students.

* Five of the six states conduct in-depth program evaluations; several states reported that they conduct annual administrativ and peer review.

* Some states have a statewide resource center and a statewide formal staff development plan; other states are attempting to establish resource centers or implement a more formal staff development plan.

VII. SUMMARY AND RECOMMENDATIONS

VII. SUMMARY AND RECOMMENDATIONS

A. Introduction

This report describes the procedures and findings of a study of adult literacy in North Carolina. The study was conducted for the North Carolina Department of Community Colleges during the spring of 1988. The study used a community-based approach to identify solutions to the problem of adult illiteracy. General research procedures, study findings, and recommendations pertaining to the reduction of adult illiteracy in North Carolina are discussed below.

B. Research Procedures

Eight North Carolina community colleges representative of a variety of literacy program types were chosen as study sites. Schools selected as study sites are listed below.

1. Central Piedmont Community College
2. Davidson County Community College
3. Durham Technical Community College
4. Gaston College
5. Martin Community College
6. Richmond Community College
7. Sampson Community College
8. Southeastern Community College

These schools and their service areas were used as the basis for collecting background information on selected characteristics of service area residents and literacy programs. Directors, instructors, and students associated with literacy programs at the study sites were interviewed concerning their opinions on various literacy program features, reasons students drop out of school, problems adults have in returning to school, recommendations concerning improvement of literacy education and reduction of illiteracy. The study involved five major tasks as listed below.

1. Collection of Secondary Data for North Carolina Counties

Background data on North Carolina counties and community college service areas were collected from the 1980 United States Census and other public use data files.

2. Survey of Selected North Carolina Community College Literacy Programs

An in-depth survey of literacy program personnel and students was conducted in eight study sites. The survey provided information on literacy program operation and problems students encounter in returning to and completing school.

3. On-site Data Collection at Eight Study Sites

Round table discussions of literacy service providers were held at eight study sites. Community college and other literacy service providers shared ideas and suggestions concerning reduction of illiteracy in the local area and in the state as a whole. Input from these meetings was used to provide an overall assessment of literacy service availability and utilization within the service areas of the study sites.

4. Review of Literacy Plans for the Fifty-Eight North Carolina Community Colleges

Literacy plans for the fifty-eight North Carolina Community Colleges were reviewed and summarized. These reports were used to illustrate long-range plans for provision of literacy services throughout North Carolina.

5. Survey of Selected Out-of-State Literacy Programs

Information on literacy programs outside of North Carolina was collected through telephone interviews with directors of literacy programs in other states. These interviews provided additional data for developing recommendations concerning delivery of literacy services in North Carolina.

C. *Findings*

1. Secondary Data Collection for North Carolina and Study Sites

The population for North Carolina is estimated to reach 7,262,895 by 2000. Between 1980 and the year 2000 the percentage of persons aged 15 years and younger is projected to decrease from 24.5 percent to 20.3 percent; the percentage of persons aged 16 to 64 will increase from 65.3 percent to 66.0 percent; and the proportion of the total population aged 65 and older will increase from 10.2 to 13.7 percent.

In 1980, approximately one fourth of North Carolinians aged 25 years and older had completed less than the ninth grade. Another 21 percent had not completed high school. Approximately 20 percent of urban residents had completed less than nine years of school and 20 percent had completed one to three years of high school. Twenty-eight percent of rural residents aged 25 and older had completed eight or fewer years of school and 22 percent had completed one to three years of high school.

Slightly over one third of the black population 25 years of age and older had completed fewer than nine years of school. Among whites and those persons classified as belonging to other racial categories, 22 and 35 percent, respectively, had completed less than nine years of school. The percentage of adults with one to three years of high school is roughly equivalent among racial groups. Nearly twice as many whites as nonwhites have completed four years of college or more.

Approximately thirty-nine percent of persons aged 16 years and older had not completed high school in 1980 and approximately 45 percent of the population aged 65 years and older had completed less than nine years of school The majority of persons aged 25 years and older who had completed less than nine years of school were unemployed in 1980. Furthermore, persons having the lowest levels of education were at greatest risk of living in poverty.

There were 17,432 persons incarcerated by the end of 1987. Of those persons, 22 percent had completed less than a ninth grade education and slightly less than half had finished one to three years of high school.

2. *Review of Literacy Plans for North Carolina Community Colleges*

Four programs provide literacy education in North Carolina community colleges. The programs are described below.

Adult Basic Education (ABE) - a program of basic skills for adults, aged 16 and older, who have not graduated from high school and who function at less than the 8.9 grade level;

General Educational Development (GED) - a program designed to help students pass the GED test leading to a high school equivalency certificate;

Adult High School (AHS) - a cooperative program of instruction designed to offer high school courses leading to an adult high school diploma; and

Compensatory Education (CED) - a program which compensates mentally retarded adults who lack formal education or who can profit from additional educational experiences.

These programs recruit approximately 67 percent new students each year and retain 33 percent of their student population annually.

3. *Survey of Literacy Programs in Selected North Carolina Community Colleges*

a. Literacy Services

Most literacy programs in the study sites are administered by one program director or coordinator. In some programs, one person is responsible for administration of two or more literacy programs. In addition to classes offered on campus, most of the programs offer literacy training in locations such as churches, public school buildings, human service agencies, and correctional facilities. Most literacy programs offer educational counseling, although less than half offer employment counseling or job placement referral services. Three of the programs offer transportation and two programs offer child care services.

Twenty-two of the twenty-seven programs require their instructors to have at least a college degree. Nineteen programs use volunteer staff who assist with instruction, tutoring, or support services. Only a very small proportion of the instructors surveyed (less than ten percent) provide such services.

Most instructors in the eight study sites work twenty hours or less per week in literacy programs. Over one-third of the instructors in any of the four programs work more than twenty hours per week. Instructors spend the majority of classroom time in basic academic skills instruction. Slightly over two thirds of the instructors teach in large classroom settings of ten or more students. Instructors reported that one-on-one instruction and small group settings of five or fewer students are the most effective instructional settings for adult learners.

A common problem experienced by instructors in working with adults in literacy classses was related to students having been out of school for a long period of time. Additionally, instructors felt that students often lack the motivation required for success in literacy programs. Instructors also noted that adult students suffer from low self-esteem and, in some cases, learning

disabilities. Adults often experience family and transportation problems that interfere with their taking advantage of learning opportunities.

Student respondents range in age from sixteen to eighty-one years old. Sixty-nine percent of the students surveyed had completed from one to three years of high school. Over half reported that they work full- or part-time while attending school. Sixty-seven percent of the students have been enrolled in a community college literacy program prior to their current enrollment.

Over two-thirds of the student respondents initially quit school when they were sixteen or seventeen years old. Students reported that they originally quit school because they had to get a job or work on the farm or because they were not interested in school. Some students quit school because they lacked the credits needed for graduation. Most students learned about the community college literacy program from friends and relatives and returned to school to improve themselves or to get a diploma.

Students rated learning centers, private tutoring, and small classroom instructional settings as very useful in helping them to learn and the overwhelming majority of students reported that they were satisfied with their instructors. Students reported that they liked their programs of study because it allows them to work at their own pace. The majority of students reported general satisfaction with their basic skills training but noted that receiving more one-on-one instruction would be helpful to them. Student respondents reported that they plan to use the skills developed in their program of study to help them feel more confident in daily activities; for personal satisfaction; to be promoted, change jobs, or get a job; or to seek further education.

b. Program Improvement

Program directors noted that their programs needed improvement in the areas of publicity/outreach, interagency networking activities, and diagnosing student needs and goals. Program directors suggested that literacy programs could be improved by increasing funding for instructional materials, increasing ongoing in-service training for instructors, increasing funding for advertising literacy programs, increasing funding to support recruitment/retention specialists, and by reducing class size to allow more individual attention for students.

Students suggested that literacy programs could be improved by increasing television and radio advertising; improving instructor sensitivity; providing rewards to help retain students; providing more support services such as child care and financial aid; improving instructional materials by making them more adult-like; and improving instruction by increasing the use of individualized and one-on-one techniques.

4. *On-Site Data Collection at Study Sites*

Round table discussions among local literacy service providers were held at each of the eight study sites. The purpose of these meetings was to obtain input on the problem of illiteracy from literacy staff members and from groups who provide literacy services in the local area.

Prior to each site visit, literacy staff members completed an inventory of literacy services provided in their surrounding community. The service inventory provides detailed information on literacy services available in each local community college service area. Data collected through the inventory indicate that most agencies in the eight community college service areas maintain a close working relationship with their local community college. Literacy councils often provide tutoring services and community agencies, industries, and correctional facilities house the literacy classes offered through the community college.

Participants in the round table discussions identified several major barriers adult students face in accessing literacy services including: low self-esteem and lack of confidence of adult students; inflexible work schedules; and transportation and child care problems.

Literacy program staff reported that the current funding formula does not allow flexibility needed for creative solutions to serving adult students in general and special populations such as CED students in particular. Participants stressed that CED programs should be funded to allow smaller classes and that funding for ABLE Centers should be increased based on the number of students served and student success. Some participants noted that literacy councils should receive funding to offset expenses incurred in program administration and provsion of support services such as transportation for students.

Participants in the discussion groups stressed the need for improved relations between community college literacy programs and the public

schools and suggested that greater involvement of employers in offering cooperative literacy training programs would be useful in reducing illiteracy.

5. *Survey of Selected Out-of-State Literacy Programs*

a. Procedures

State directors of adult literacy programs in six other states were interviewed to provide information on features of literacy education in their states that might be useful to North Carolina Department of Community Colleges' literacy program administrators. Programs included in this survey are as follows: Alabama, Mississippi, Oregon, Virginia, Washington, and Wisconsin. In addition, an interview was completed with a staff member of the U.S. Department of Education, Division of Adult Education. The interviews included a series of questions on aspects of literacy program operation, recruitment and retention techniques, program assessment strategies, assessment of student progress, and characteristics of instructors in literacy programs (e.g., level of education, training, etc.).

b. Findings

1) *Program Evaluation*

All of the out-of-state programs reported administering some type of pre- and posttest for student evaluation; test materials, on the whole, are not standardized across individual states. Some states are in the process of switching to a statewide testing system.

2) *Funding for Literacy Programs*

All of the program administrators reported that ABE programs are free of charge. Most of the states have GED and AHS programs that are either free or charge a minimal fee to cover class or testing materials. In the states contacted, local community college administrators are responsible for allocating funds across literacy programs. Most funding for the states contacted is funneled from State Departments of Community Colleges or Public Instruction to local community colleges. Local community college administrators are then responsible for distributing funds for literacy programs.

3) *Student Recruitment and Retention*

Program administrators in the contacted states were asked to describe the current model they use to provide literacy services and to improve student recruitment and retention. Recruitment techniques used in the six states include television and radio advertising, word-of-mouth advertising by

current or former students, and public announcements. Several of the states cited a need to increase funding allocated for advertising in order to support improvement of recruiting techniques. Recommendations concerning improving student recruitment focused primarily on the need to provide more monitoring and support services on an individual basis and involving students more in program planning and evaluation. Two states have implemented plans for a model aimed at breaking the parent-child illiteracy cycle. The projects will focus on teaching the parent to read and how to encourage the child to learn. Suggestions for improving student retention were as follows:

1. develop orientation programs for new students;
2. implement a buddy system for students;
3. increase the use of volunteers to follow-up with students who have stopped attending class; and
4. take steps to make classes more interesting and rewarding for students.

D *Recommendations*

Recommendations reported in this chapter are based on the survey conducted with community college literacy program students, directors, and instructors; literacy service providers outside the community college setting.; and interviews with out-of-state literacy program administrators. Recommendations are reported based on the particular aspect of literacy training they impact.

1. Recruitment of Students

Recruitment of students for literacy programs is often difficult due to responsibilities and life circumstances faced by many adult students. For example, many adult literacy students are unemployed and, therefore, do not have access to information distributed through the workplace. Innovative means of conveying information about literacy education as well as support services are required to reach a significant proportion of the target population for literacy programs.

Recommendations of study participants for improving student recruitment procedures were varied. Several strategies, however, were strongly endorsed by all participant groups. These recommendations are summarized below.

a. **Industry-Sponsored Classes**

Involvement of businesses and industries in literacy education opens doors for many persons who, otherwise, would be unaware of opportunities available to them or unable to participate in literacy training in their areas. Announcements made in the workplace are a direct source of information for employees. Encouragement and recognition from supervisors or monetary rewards for participation in literacy programs are effective incentives for employees.

Likewise, employers should be made aware of the potential benefits to their companies by initiating industry-sponsored classes. Establishment of model programs to test the outcome of literacy training for employees should be established and incentives in the form of tax benefits and/or public recognition should be implemented.

b. **Advertising**

Many respondents in the study noted the importance of advertising in recruiting adult students. Word-of-mouth advertising by former or current students was identified frequently as an effective means of recruitment. Incentives for literacy students who recruit other students could be helpful in enrolling new students.

Television advertising was identified as an important recruitment technique because it is accessed by a majority of citizens. Initiation of an ongoing television literacy campaign would alert potential students to the availability of literacy resources and would make illiterate adults aware of the benefits of literacy training. Using literacy students to discuss the possible successes and benefits of the program was suggested by a majority of current students. Provision of incentives to former or current students who assist in recruitment of new students would greatly enhance the effectiveness of word-of-mouth as a recruitment technique.

2. ***Retention of Students***

Retention of adult students presents a significant problem for literacy program personnel. Many factors that interfere with program completion result from circumstances in the student's personal environment and, consequently, are beyond the authority of the literacy program instructor or administrator. As a result of this situation, in order to help students meet their goals and complete their programs of study, literacy programs must structure their training and scheduling to allow flexibility for students.

Structural factors of programs that often impinge upon retention of students are discussed below.

a. Provision of Special Services for Adult Students

The adult learner requires special services in order to successfully complete literacy training. Counseling services are important in helping adult students integrate literacy training skills into their careers and their lives in general.

Adult students in literacy programs are often faced with problems such as lack of transportation and lack of low-cost or free day-care facilities. In order to assure retention of students in literacy training, programs must be able to provide such services or assist students in obtaining them at a low cost on a consistent and reliable basis. Many literacy program staff felt that support services help in recruitment and retention of students.

b. Scheduling of Literacy Classes

Because adult literacy students are often employed or have families, they are unable to attend classes on a rigid schedule. Literacy programs must be able to offer classes across a broad range of days and times. Establishment of learning labs and individualized instructional centers greatly increases students' potential access to instruction.

3. Staff Development and Training

The need for professionalization of literacy program staff was stressed by many of the program administrators. Instructors employed currently are well-trained but are unable to work on a full-time basis due to funding constraints. Most instructors in the eight study sites work twenty or fewer hours per week. This situation prevents instructors from being involved in the full realm of services and limits their full participation in planning and implementation of the literacy program. Program administrators believe it is not possible to establish the literacy field as a viable profession for educators when the employment pattern does not support full-time positions.

Community colleges must be able to hire and train full-time employees of the literacy program in order to maximize benefits to the instructors as well as the students they serve. Development of a formal statewide staff development plan would assure that instructors across the state have access to ongoing training and professional activities. Furthermore, due to the extreme difficulty of retaining adult students in literacy programs,

recruitment/retention specialists should also be employed and assigned this function on a full-time basis.

4. *Interagency Cooperation*

Lack of cooperation among agencies providing literacy services may result in some students failing to receive services. This problem is particularly applicable to sixteen-year-old high school dropouts in areas where there are no alternative high schools. A cooperative relationship must be established between the public school system, the community college system, and other agencies providing literacy training. Cooperation of this nature can be encouraged by a statewide literacy effort that allows students to make transitions between the two systems. Additionally, a statewide effort to encourage cooperation between community college literacy programs and literacy councils would greatly enhance opportunities for students to receive the individual attention that is so important in literacy training.

5. *Funding of Literacy Programs*

a. General Funding Formula for Literacy Programs

Adult literacy students face situational problems as well as problems stemming from having been out of school for many years. Adult literacy students require individual attention and small classroom settings to be successful in their programs of study. Instructors and program directors stressed that classes with fewer than ten students are essential for providing quality literacy training for adult learners.

Study participants strongly recommend that the current funding formula be altered to include measures such as student progress rather than contact hours or membership hours alone. Program directors felt that instructors should be hired on a full-time basis and be assigned fewer students to allow for one-one-one instruction. In this way, students could make faster progress and overall program success would be enhanced. Hiring instructors based on "contact hours" alone does not allow for maximum program effectiveness. Additonally, special funding should be allocated to deal with the unique problems faced by learning disabled students.

b. Funding of Compensatory Education Programs

Compensatory Education Programs face additional challenges and require more resources to serve students than other literacy training programs. Because Compensatory Education Programs are funded at the same level as other literacy programs, CED classes are often too large to have

a positive impact on students. To remedy this problem program administrators may choose to reduce class size and hire instructors at a lower rate of pay, thus, potentially lowering the quality of instruction. It is recommended that funding to support a smaller ratio of students to instructors be allocated to insure adequate instruction of CED students.

c. **Funding of ABLE Centers**

ABLE Centers serve a unique and important function for literacy students in that they allow students to schedule their educational activities and to coordinate schooling with work or family responsibilities. ABLE Centers have proved to be a highly effective literacy training mode. Funding for ABLE Centers should be increased in proportion to the utilization and success rates of ABLE students on a statewide basis.

d. **Line Item Funding for Literacy Programs**

Survey respondents stressed that restrictions on expenditures by line item often compound funding problems because local staff are unable to allocate funds according to needs at the local level. Block grant funding for some aspects of local programs would allow more flexibility in providing services for adult learners which might help in recruiting and retaining adult students.

e. **Funding for Local Literacy Councils**

Literacy councils provide direct literacy training services in several of the eight study sites and support services for community college literacy programs in others. Funding supplements for literacy councils would offset expenses incurred in administering these highly individualized systems of literacy training. Funding could be allocated to encourage cooperative efforts (e.g., provision of one-on-one tutoring services) between community colleges and literacy councils.

E. *Summary of Overall Recommendations*

Recommendations below are based on data collected from survey respondents, participants in the local round table discussions, a review of literature on illiteracy, interviews with program administrators in other states, and a review of information on literacy programs throughout North Carolina.

1. ***Industry-Sponsored Classes***

   * Increase employer awareness of potential benefits to their companies of industry-sponsored classes. Involve industries in literacy education for persons who, otherwise, might be unable to participate in literacy training programs.
   * Establish model programs to test the outcome of literacy training for employees and provide incentives in the form of tax benefits and public recognition for participating employees.

2. ***Provision of Special Services for Adult Students***

   * Provide counseling services to help adult students integrate literacy training skills into their careers and their lives in general.
   * Provide adult students in literacy programs with transportation and day care services to assure retention of students.

3. ***Instructional Services***

   * Continue to offer literacy classes across a broad range of days and times.
   * Establish more learning labs and individualized instructional centers at a variety of locations to increase students' access to instruction.

4. ***Staff Development and Training***

   * Develop a formal statewide plan for training and staff development for literacy program staff.
   * Hire literacy program instructional staff on a full-time basis to increase opportunities for professionalization and to allow staff to serve students more fully.

5. ***Interagency Cooperation***

   * Improve cooperative relationships between the public school system and the community college system through a statewide effort that allows students to make easier transitions between systems.
   * Develop a statewide effort to encourage cooperation between community college literacy programs and literacy councils to enhance opportunities for students.

6. ***Funding of Literacy Programs***

- Alter current funding formula to include measures other than FTE to determine funding allotment.
- Limit class size to ten or fewer students to enhance literacy training for adult learners.
- Allocate special funding for learning disabled students.
- Allow a smaller ratio of students to instructors in CED classes.
- Increase funding for ABLE Centers based on utilization rates.
- Establish block-grant funding for local programs to allow more flexibility in service provision.
- Establish funding supplements for literacy councils to offset expenses incurred in providing support services.

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IX. APPENDICES

A. SELECTED SECONDARY DATA FOR STUDY SITES

B. LITERACY PLANS FOR N. C. COMMUNITY COLLEGES

C. SURVEY QUESTIONNAIRES

D. INVENTORY OF LITERACY SERVICES FOR STUDY SITES

APPENDIX A: SELECTED SECONDARY DATA FOR STUDY SITES

A1: Sources and Definitions of Secondary Variables
A2: Central Piedmont Community College Service Area
A3: Davidson County Community College Service Area
A4: Durham Technical Community College Service Area
A5: Gaston College Service Area
A6: Martin Community College Service Area
A7: Richmond Community College Service Area
A8: Sampson Community College Service Area
A9: Southeastern Community College Service Area
A10: Service Areas for N. C. Community Colleges

* Years of school completed by employment status, poverty status and persons 65 years of age and older were only available for Durham and Gaston counties and the state. These variables were provided for the said areas through the public use microdata sample, Research and Planning Services of the Office of State Budget and Management.

Appendix A1: Sources and Definitions of Secondary Variables

A1: SOURCES AND DEFINITIONS OF SECONDARY VARIABLES

VARIABLE	*SOURCE*
Population	"1987 Projection Series," 1987, N.C. Office of State Budget and Management.
Per capita personal income	N.C. Office of State Budget and Management, 1984 and 1986.
Poverty estimates	N.C. Office of State Budget and Management, 1980, and Detailed Population Characteristics, North Carolina, 1980, U.S. Department of Commerce, Bureau of the Census, Washington, D.C.
Labor force and largest employers employment estimates	Civilian Labor Force Estimates for North Carolina, 1986. Employment Security Commission, Labor Market Information Division.
High school enrollment/dropout rate Average expenditures per pupil	N.C. Public Schools Statistical Profile, 1986, N.C. State Board of Education, Dept. of Public Instruction, Division of Planning and Research and Division of Statistical Services, 1984 and 1986.
Years of school completed	Detailed Population Characteristics, North Carolina, 1980, Department of Commerce, Bureau of the Census, Washington, D.C.
Population incarcerated	Statistical Abstract, 1987, N.C. Department of Correction.
Day-care capacities	N.C. Department of Human Resources, Division of Facility Services, Child Day Care Section,

DEFINITIONS

Per capita personal income is the total income divided by the mid-year resident population of the area.

Persons with incomes below poverty level is the sum of the number of persons in families with incomes below the poverty level and the number of unrelated individuals with incomes below the poverty level.

Poverty level is the average poverty threshold for a family of four persons in the U.S. ($7,412 for 1979).

Civilian labor force is the total number of employed and unemployed persons, excluding military personnel.

Employed are those individuals who worked for pay or profit, or worked without pay for fifteen hours or more per week in a family farm or business.

Unemployed are those individuals who did not work at all but were able, available, and looking for work. Includes all jobless persons looking for work, regardless of whether or not they qualify for unemployment insurance benefits.

Dropout is a student who leaves school for any reason except death, before graduation or completion of a program of study, and without transferring to another school.

Dropout rate (annual) is an estimate of the number of high school pupils who dropped out of school during the school year by the actual enrollment. Because a significant number of students drop out during the summer months when school is not in session, the annual dropout rate is estimated.

Average expenditure per pupil is the average total amount spent per pupil based on enrollment as derived from state, federal and local funds.

Appendix A2: Central Piedmont Community College Service Area

Table A2.1 Selected Secondary Data for Mecklenburg County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	404,630	--
	LT 16 yrs of age	97,951	24.2
	16-64 yrs of age	272,835	67.4
	GT 64 yrs of age	33,844	8.4
Projected population 1990	Total	482,405	--
	LT 16 yrs of age	100,193	20.8
	16-64 yrs of age	330,846	68.6
	GT 64 yrs of age	51,366	10.6
Projected population 2000	Total	555,611	--
	LT 16 yrs of age	110,260	19.8
	16-64 yrs of age	377,766	68.0
	GT 64 yrs of age	67,585	12.2
Projected population 1990	White	335,542	69.6
	Nonwhite	146,863	30.4
Per capita personal income	1980	$10,049	--
	1984	$14,099	--
Persons living below poverty level	1979	43,079	10.9
Persons living below poverty level	1983	51,095	12.3
Families living below poverty level	1979	8,917	8.3
1980 Civilian labor force		229,700	--
Employed civilians		219,140	--
Unemployed civilians/unemployment rate		10,560	4.6
1986 Civilian labor force		253,430	--
Employed civilians		243,610	--
Unemployed civilians/unemployment rate		9,820	3.9
High school enrollment	1981-1982	22,420	--
Dropouts/Dropout rate	1981-1982	1,728	7.7
High school enrollment	1986-1987	23,722	--
Dropouts/Dropout rate	1986-1987	1,577	6.6
Average expenditures per pupil (including food service)			
	1984-1985	$2,994	--
	1985-1986	$3,386	--
Completed LT high school education 1980			
Population 16-24 yrs of age		11,243	16.2
Population 16 yrs of age and older		84,042	27.4
Population incarcerated 1987		1,217	--
Capacity of licensed day-care centers 1987		12,250	--
Capacity of registered day-care homes 1987		969	--

Figure A2.1 Percent Population 25 Years and Older by Years of School Completed, Mecklenburg County and North Carolina: 1980.

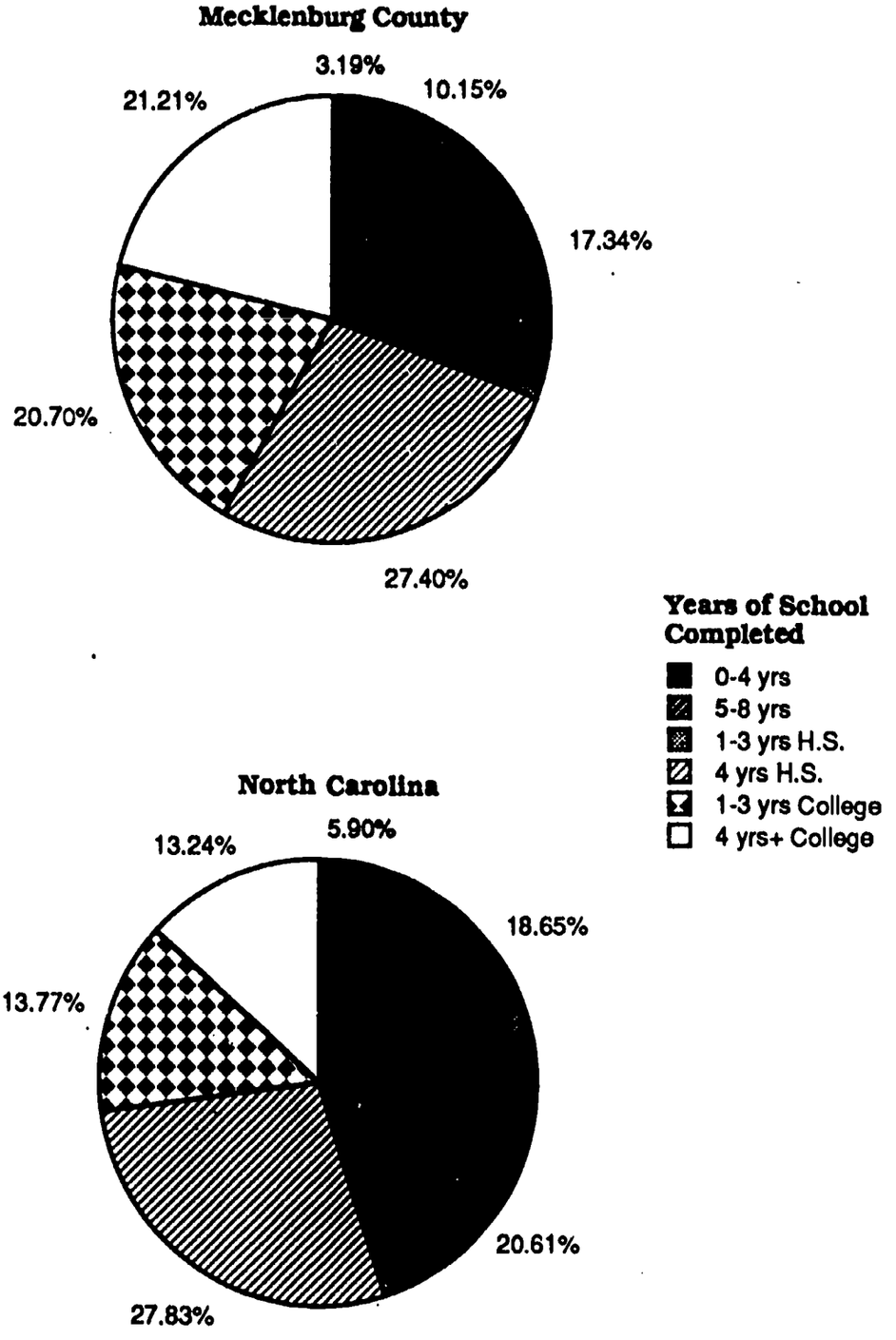


Figure A2.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Mecklenburg County: 1980.

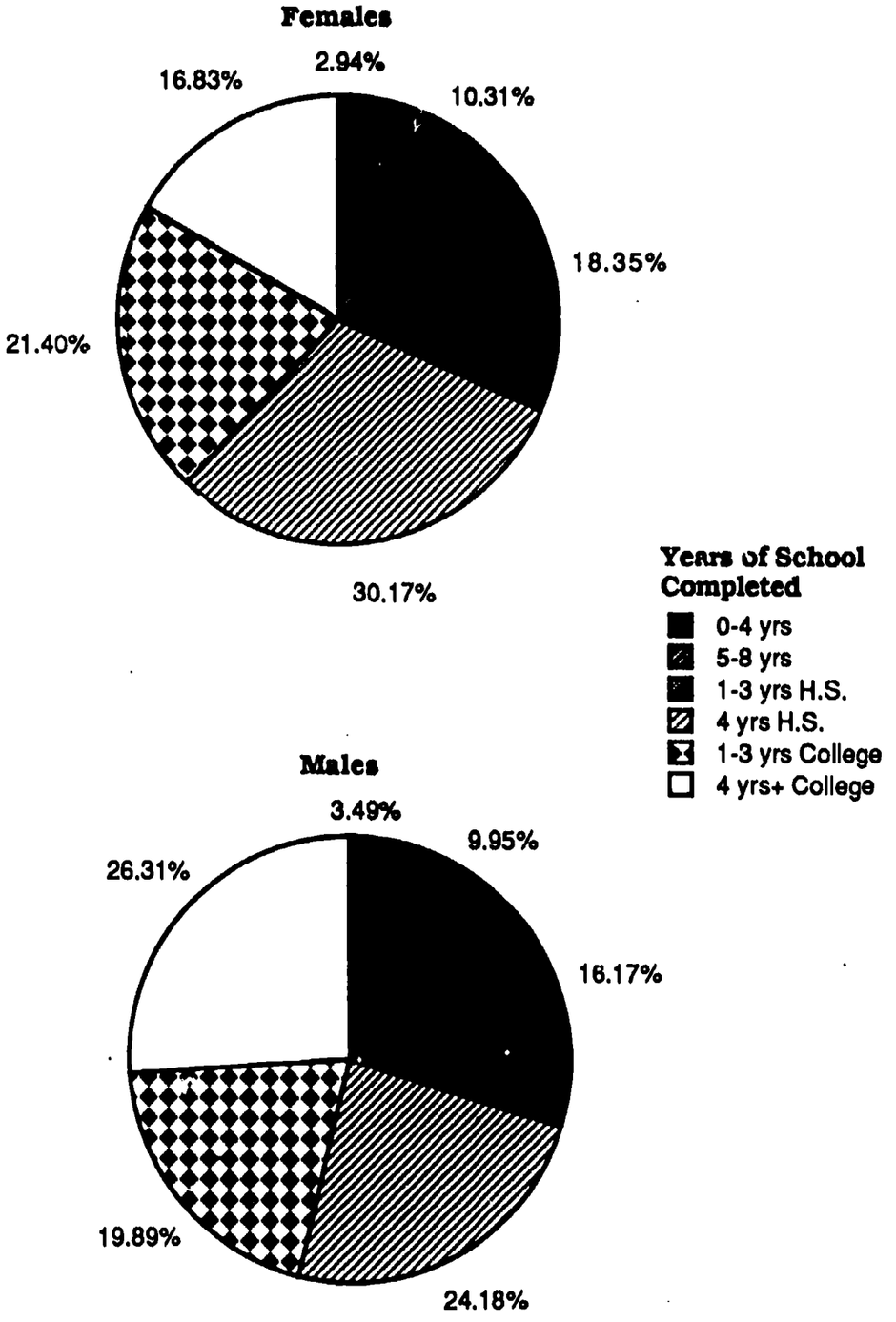
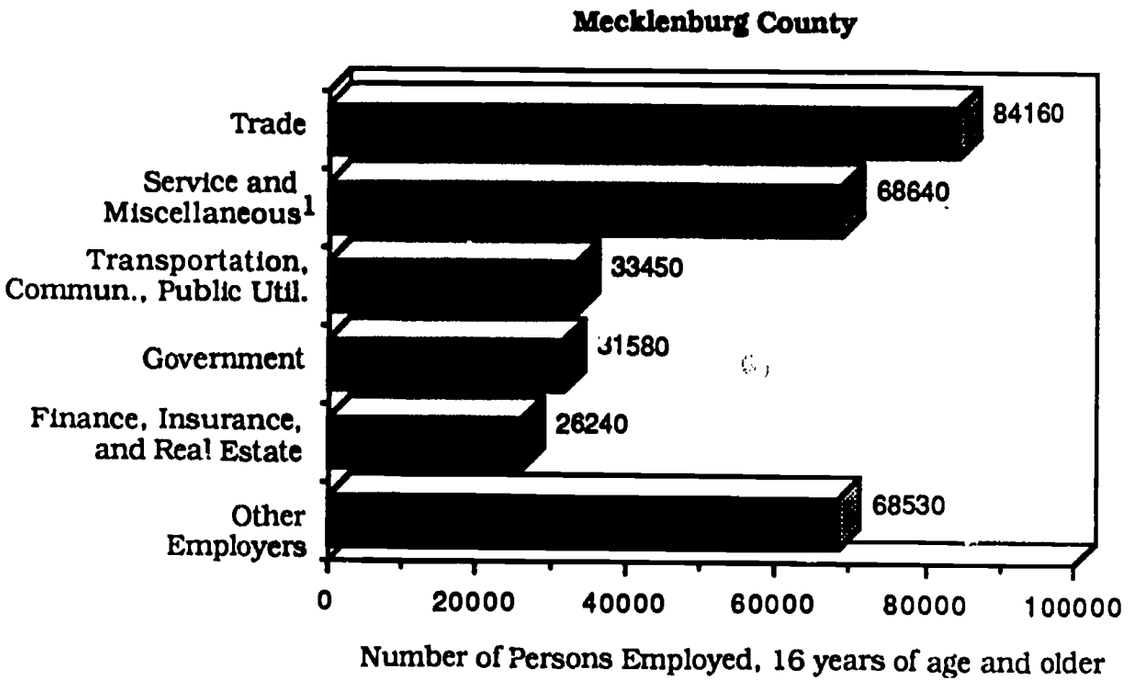


Figure A2.3 Five Largest Employers in Mecklenburg County: 1986.



[1] Includes services, except domestic; agricultural services; forestry; and mining

Appendix A3: Davidson County Community College Service Area

Table A3.1 Selected Secondary Data for Davidson County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	113,162	--
	LT 16 yrs of age	28,258	25.0
	16-64 yrs of age	73,918	65.3
	GT 64 yrs of age	10,986	9.7
Projected population 1990	Total	122,656	--
	LT 16 yrs of age	25,943	21.2
	16-64 yrs of age	81,789	66.7
	GT 64 yrs of age	14,924	12.1
Projected population 2000	Total	124,922	--
	LT 16 yrs of age	26,751	21.4
	16-64 yrs of age	86,289	69.0
	GT 64 yrs of age	11,952	9.6
Projected population 1990	White	109,965	89.7
	Nonwhite	12,691	10.3
Per capita personal income	1980	$ 7,820	--
	1984	$10,723	--
Persons living below poverty level	1979	11,846	10.6
Persons living below poverty level	1983	16,106	13.7
Families living below poverty level	1979	2,686	8.2
1980 Civilian labor force		60,330	--
Employed civilians		55,780	--
Unemployed civilians/unemployment rate		4,550	7.5
1986 Civilian labor force		67,330	--
Employed civilians		63,360	--
Unemployed civilians/unemployment rate		3,970	5.9
High school enrollment	1981-1982	6,794	--
Dropouts/Dropout rate	1981-1982	401	5.9
High school enrollment	1986-1987	6,959	--
Dropouts/Dropout rate	1986-1987	365	5.2
Average expenditures per pupil (including food service)			
	1984-1985	$2,455	--
	1985-1986	$2,827	--
Completed LT high school education 1980			
Population 16-24 yrs of age		4,546	26.3
Population 16 yrs of age and older		40,236	47.4
Population incarcerated 1987		43	--
Capacity of licensed day-care centers 1987		1,830	--
Capacity of registered day-care homes 1987		229	--

Table A3.2 Selected Secondary Data for Davie County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	24,597	--
	LT 16 yrs of age	6,200	25.2
	16-64 yrs of age	15,889	64.6
	GT 64 yrs of age	2,510	10.2
Projected population 1990	Total	30,706	--
	LT 16 yrs of age	6,778	22.1
	16-64 yrs of age	20,440	66.6
	GT 64 yrs of age	3,488	11.3
Projected population 2000	Total	37,077	--
	LT 16 yrs of age	8,052	21.7
	16-64 yrs of age	24,498	66.1
	GT 64 yrs of age	4,527	12.2
Projected population 1990	White	27,796	90.5
	Nonwhite	2,910	9.5
Per capita personal income	1980	$ 7,853	--
	1984	$10,882	--
Persons living below poverty level	1979	2,646	10.9
Persons living below poverty level	1983	3,668	14.1
Families living below poverty level	1979	668	9.5
1980 Civilian labor force		10,560	--
Employed civilians		9,880	--
Unemployed civilians/unemployment rate		680	6.4
1986 Civilian labor force		14,810	--
Employed civilians		14,020	--
Unemployed civilians/unemployment rate		790	5.3
High school enrollment	1981-1982	1,560	--
Dropouts/Dropout rate	1981-1982	87	5.6
High school enrollment	1986-1987	1,529	--
Dropouts/Dropout rate	1986-1987	93	6.1
Average expenditures per pupil (including food service)			
	1984-1985	$2,375	--
	1985-1986	$2,617	--
Completed LT high school education 1980			
Population 16-24 yrs of age		594	18.0
Population 16 yrs of age and older		8,021	43.8
Population incarcerated 1987		251	--
Capacity of licensed day-care centers 1987		292	--
Capacity of registered day-care homes 1987		72	--

Table A3.3 Selected Secondary Data for Davidson County Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	137,759	--
	LT 16 yrs of age	34,458	25.0
	16-64 yrs of age	89,807	65.2
	GT 64 yrs of age	13,496	9.8
Projected population 1990	Total	153,362	--
	LT 16 yrs of age	32,721	21.3
	16-64 yrs of age	102,229	66.7
	GT 64 yrs of age	18,412	12.0
Projected population 2000	Total	162,069	--
	LT 16 yrs of age	34,803	21.5
	16-64 yrs of age	110,787	68.4
	GT 64 yrs of age	16,479	10.2
Projected population 1990	White	137,761	89.8
	Nonwhite	15,601	10.2
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	14,492	10.7
Persons living below poverty level	1983	19,774	--
Families living below poverty level	1979	3,354	8.5
1980 Civilian labor force		70,890	--
Employed civilians		65,660	--
Unemployed civilians/unemployment rate		5,230	7.4
1986 Civilian labor force		82,140	--
Employed civilians		77,380	--
Unemployed civilians/unemployment rate		4,760	5.8
High school enrollment	1981-1982	8,354	--
Dropouts/Dropout rate	1981-1982	488	5.8
High school enrollment	1986-1987	8,488	--
Dropouts/Dropout rate	1986-1987	458	5.4
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		5,140	24.9
Population 16 yrs of age and older		48,257	47.0
Population incarcerated 1987		294	--
Capacity of licensed day-care centers 1987		2,122	--
Capacity of registered day-care homes 1987		301	--

Figure A3.1 Percent Population 25 Years and Older by Years of School Completed, Davidson County Community College Service Area and North Carolina: 1980.

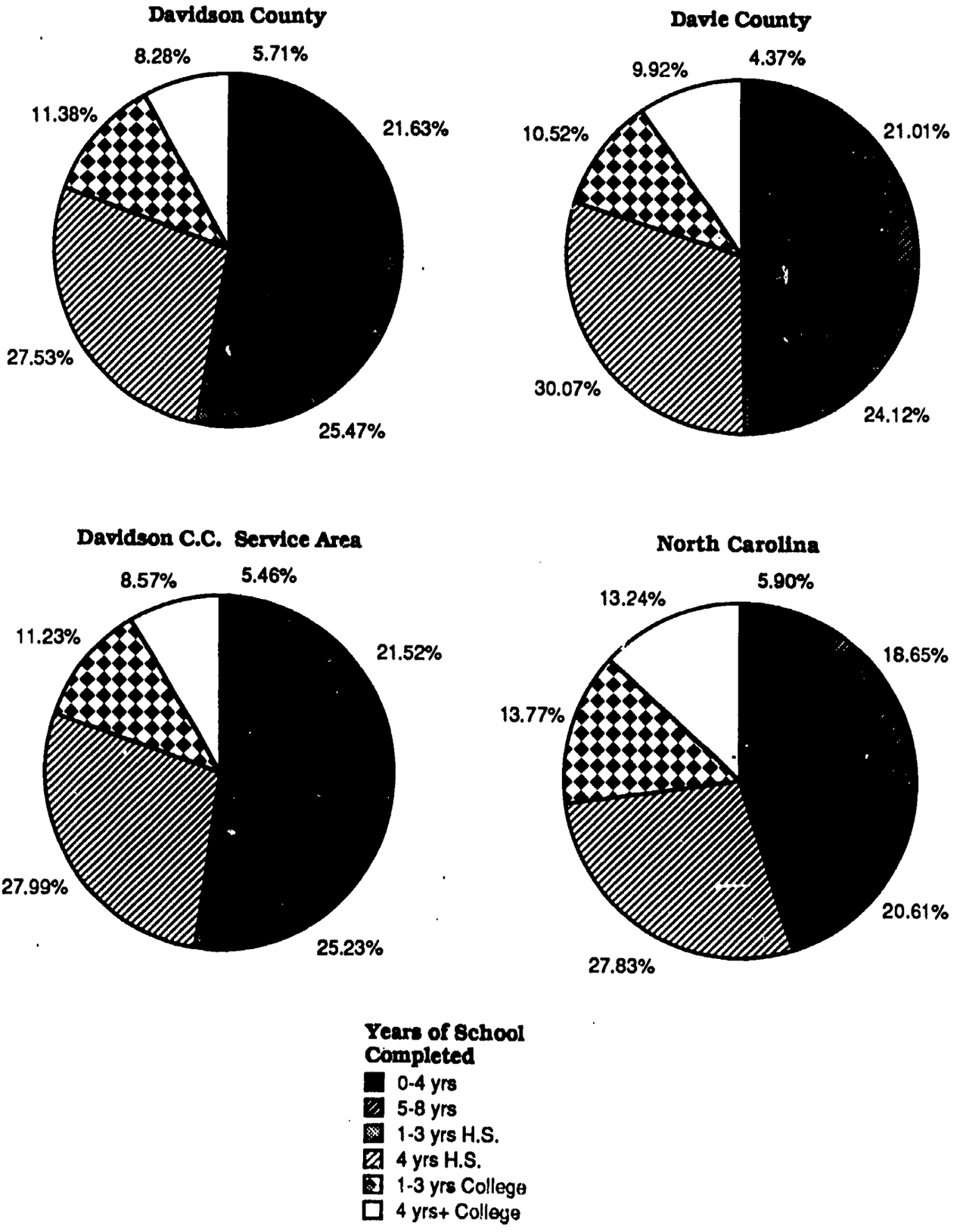


Figure A3.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Davidson County: 1980.

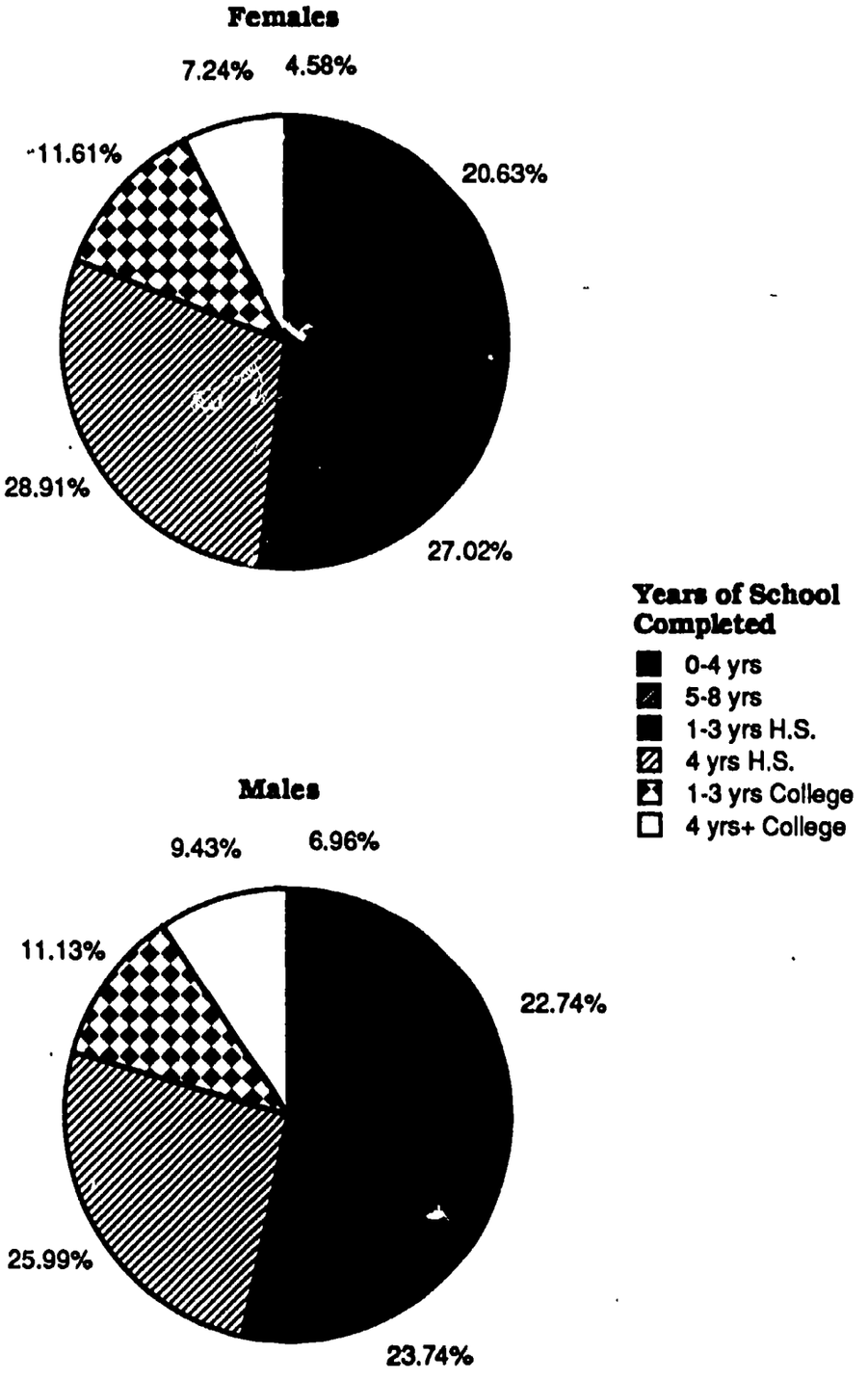


Figure A3.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Davie County: 1980.

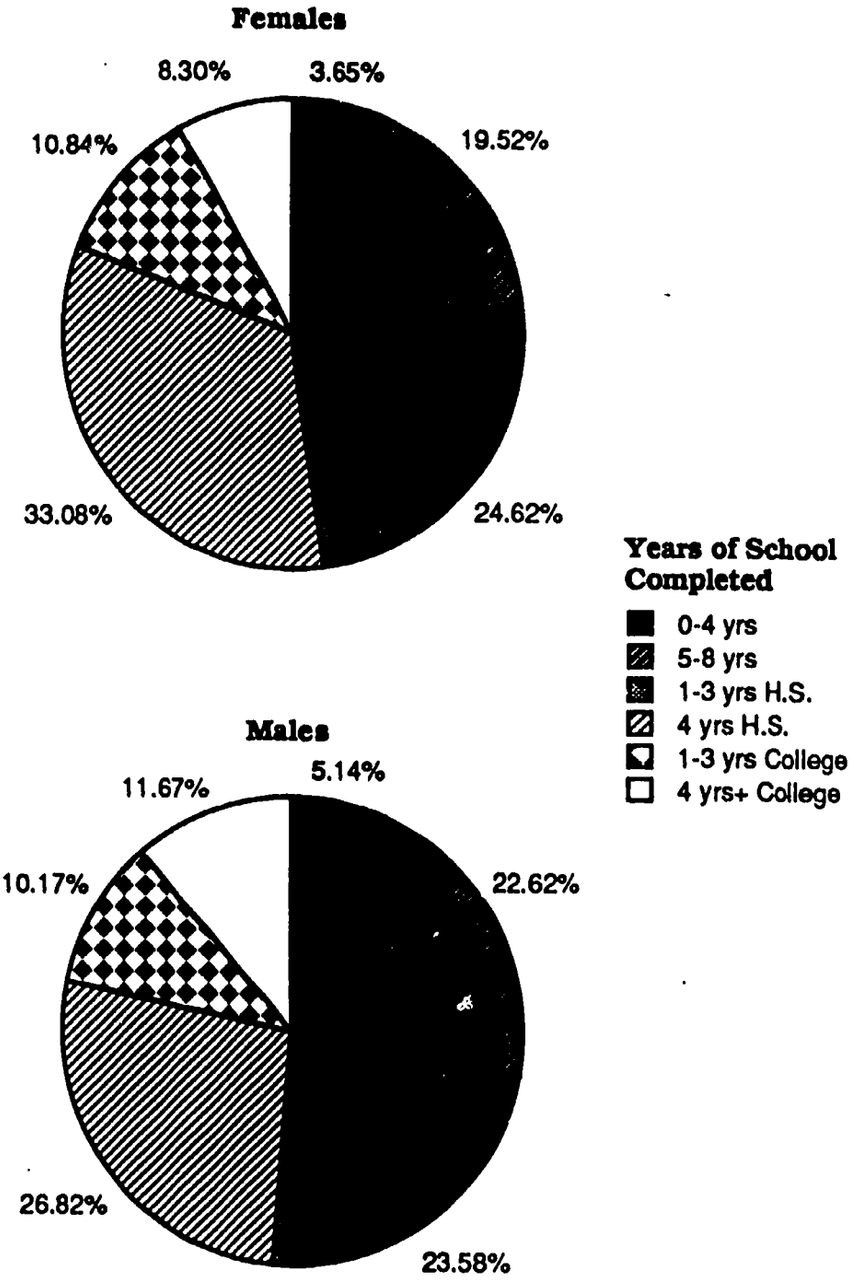


Figure A3.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Davidson County Community College Service Area: 1980.

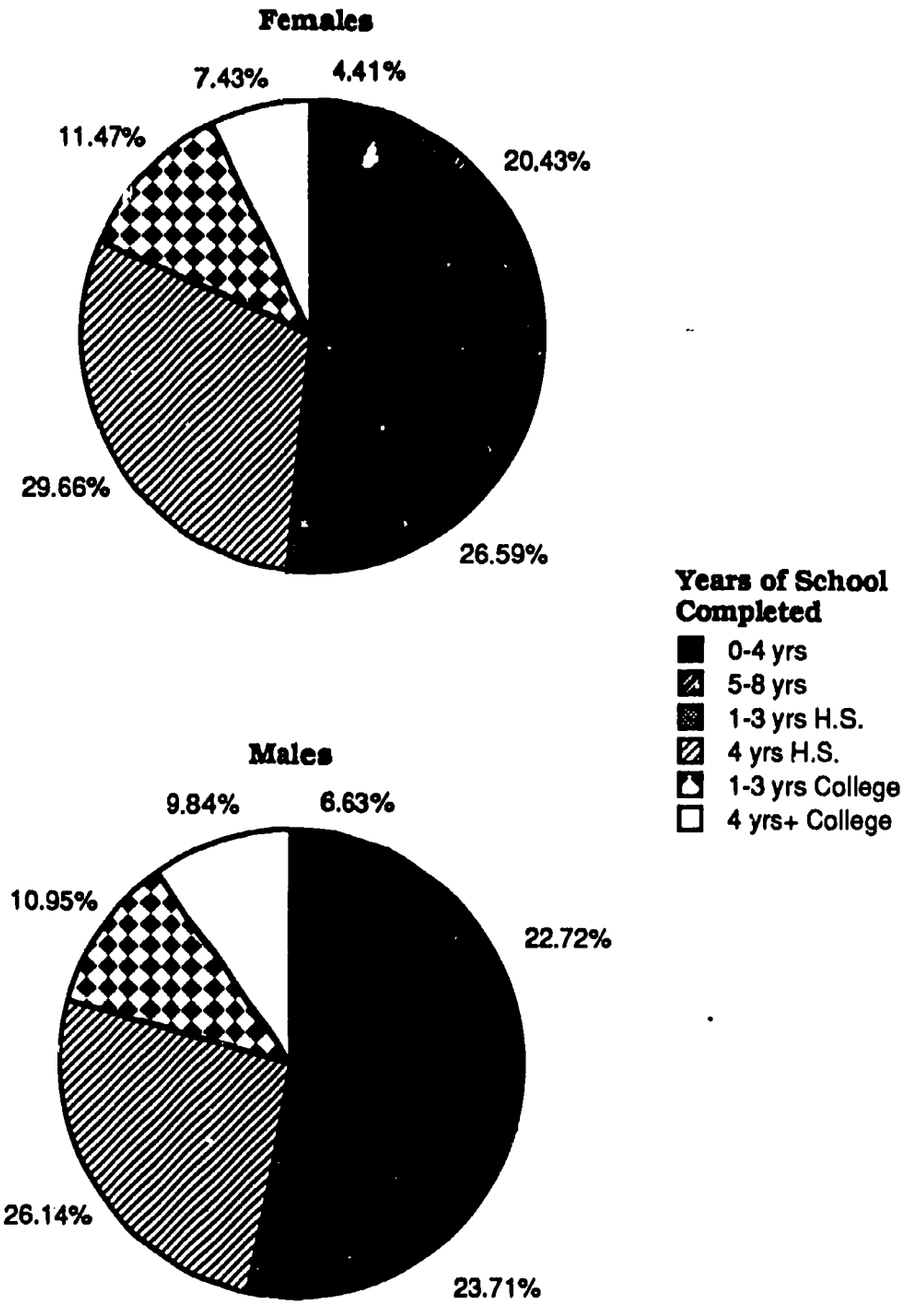
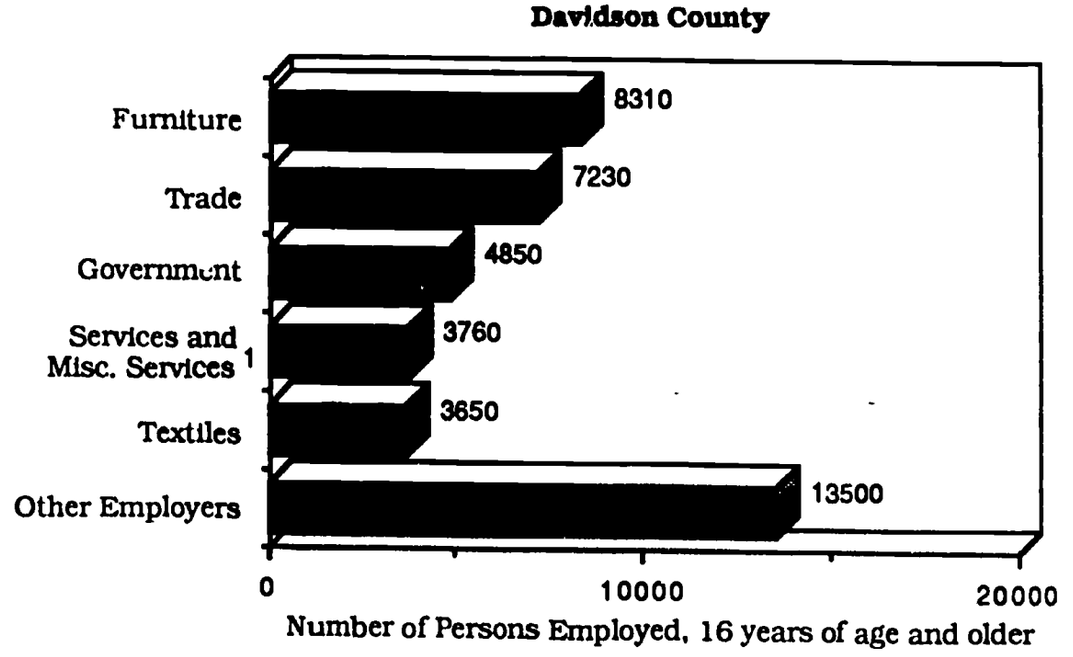
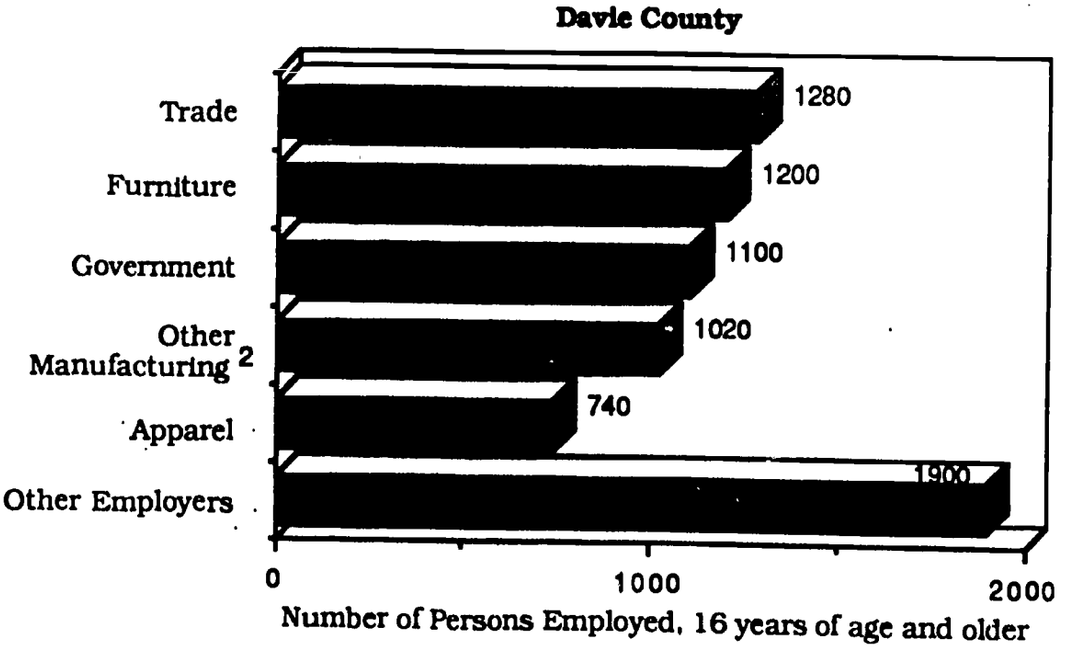


Figure A3.5 Five Largest Employers in Davidson and Davie Counties: 1986.





[1] Includes services except domestic, agricultural and mining

[2] Includes food; textiles; printing; rubber; stone, clay, and glass; fab. metals; nonelectric machinery; transportation equipment; miscellaneous mfg.

Appendix A4: Durham Technical Community College Service Area

Table A4.1 Selected Secondary Data for Durham County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	152,291	--
	LT 16 yrs of age	33,748	22.2
	16-64 yrs of age	102,776	67.5
	GT 64 yrs of age	15,767	10.4
Projected population 1990	Total	174,000	--
	LT 16 yrs of age	34,939	20.1
	16-64 yrs of age	118,107	67.9
	GT 64 yrs of age	20,954	12.0
Projected population 2000	Total	194,833	--
	LT 16 yrs of age	37,900	19.5
	16-64 yrs of age	132,513	68.0
	GT 64 yrs of age	24,420	12.5
Projected population 1990	White	103,443	59.5
	Nonwhite	70,557	40.5
Per capita personal income	1980	$ 8,838	--
	1984	$12,471	--
Persons living below poverty level	1979	20,338	14.0
Persons living below poverty level	1983	20,326	13.4
Families living below poverty level	1979	3,684	9.5
1980 Civilian labor force		88,130	--
Employed civilians		83,750	--
Unemployed civilians/unemployment rate		4,380	5.0
1986 Civilian labor force		95,970	--
Employed civilians		92,450	96.3
Unemployed civilians/unemployment rate		3,520	3.7
High school enrollment	1981-1982	7,713	--
Dropouts/Dropout rate	1981-1982	752	9.8
High school enrollment	1986-1987	8,041	--
Dropouts/Dropout rate	1986-1987	586	7.3
Average expenditures per pupil (including food service)			
	1984-1985	$2,993	--
	1985-1986	$3,308	--
Completed LT high school education 1980			
Population 16-24 yrs of age		3,631	11.9
Population 16 yrs of age and older		34,538	29.0
Population incarcerated 1987		572	--
Capacity of licensed day-care centers 1987		3,329	--
Capacity of registered day-care homes 1987		722	--

Table A4.2 Selected Secondary Data for Orange County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	77,055	--
	LT 16 yrs of age	13,893	18.0
	16-64 yrs of age	57,379	74.5
	GT 64 yrs of age	5,783	7.5
Projected population 1990	Total	89,334	--
	LT 16 yrs of age	15,229	17.1
	16-64 yrs of age	65,795	73.6
	GT 64 yrs of age	8,310	9.3
Projected population 2000	Total	101,589	--
	LT 16 yrs of age	16,273	16.0
	16-64 yrs of age	74,656	73.5
	GT 64 yrs of age	10,660	10.5
Projected population 1990	White	72,869	81.6
	Nonwhite	16,465	18.4
Per capita personal income	1980	$ 8,463	--
	1984	$12,158	--
Persons living below poverty level	1979	10,199	15.1
Persons living below poverty level	1983	10,915	15.2
Families living below poverty level	1979	1,387	8.2
1980 Civilian labor force		44,080	--
Employed civilians		42,240	--
Unemployed civilians/unemployment rate		1,840	4.2
1986 Civilian labor force		48,050	--
Employed civilians		46,770	--
Unemployed civilians/unemployment rate		1,280	2.7
High school enrollment	1981-1982	3,101	--
Dropouts/Dropout rate	1981-1982	160	5.2
High school enrollment	1986-1987	3,524	--
Dropouts/Dropout rate	1986-1987	207	5.9
Average expenditures per pupil (including food service)			
	1984-1985	$2,884	--
	1985-1986	$3,236	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,428	6.1
Population 16 yrs of age and older		11,937	18.9
Population incarcerated 1987		146	--
Capacity of licensed day-care centers 1987		1,805	--
Capacity of registered day-care homes 1987		315	--

Table A4.3 Selected Secondary Data for Durham Technical Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	229,346	--
	LT 16 yrs of age	47,641	20.8
	16-64 yrs of age	160,155	69.8
	GT 64 yrs of age	21,550	9.4
Projected population 1990	Total	263,334	--
	LT 16 yrs of age	50,168	19.1
	16-64 yrs of age	183,902	69.8
	GT 64 yrs of age	29,264	11.1
Projected population 2000	Total	296,422	--
	LT 16 yrs of age	54,173	18.3
	16-64 yrs of age	207,169	69.9
	GT 64 yrs of age	35,080	11.8
Projected population 1990	White	176,312	67.0
	Nonwhite	87,022	33.0
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	30,537	14.4
Persons living below poverty level	1983	31,241	--
Families living below poverty level	1979	5,071	9.6
1980 Civilian labor force		132,210	--
Employed civilians		125,990	--
Unemployed civilians/unemployment rate		6,220	4.7
1986 Civilian labor force		144,020	--
Employed civilians		139,220	--
Unemployed civilians/unemployment rate		4,800	3.3
High school enrollment	1981-1982	10,814	--
Dropouts/Dropout rate	1981-1982	912	8.4
High school enrollment	1986-1987	11,565	--
Dropouts/Dropout rate	1986-1987	793	6.9
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		5,059	9.4
Population 16 yrs of age and older		46,475	25.5
Population incarcerated 1987		718	--
Capacity of licensed day-care centers 1987		5,134	--
Capacity of registered day-care homes 1987		1,037	--

Figure A4.1 Percent Population 25 Years and Older by Years of School Completed, Durham Technical Community College Service Area and North Carolina: 1980.

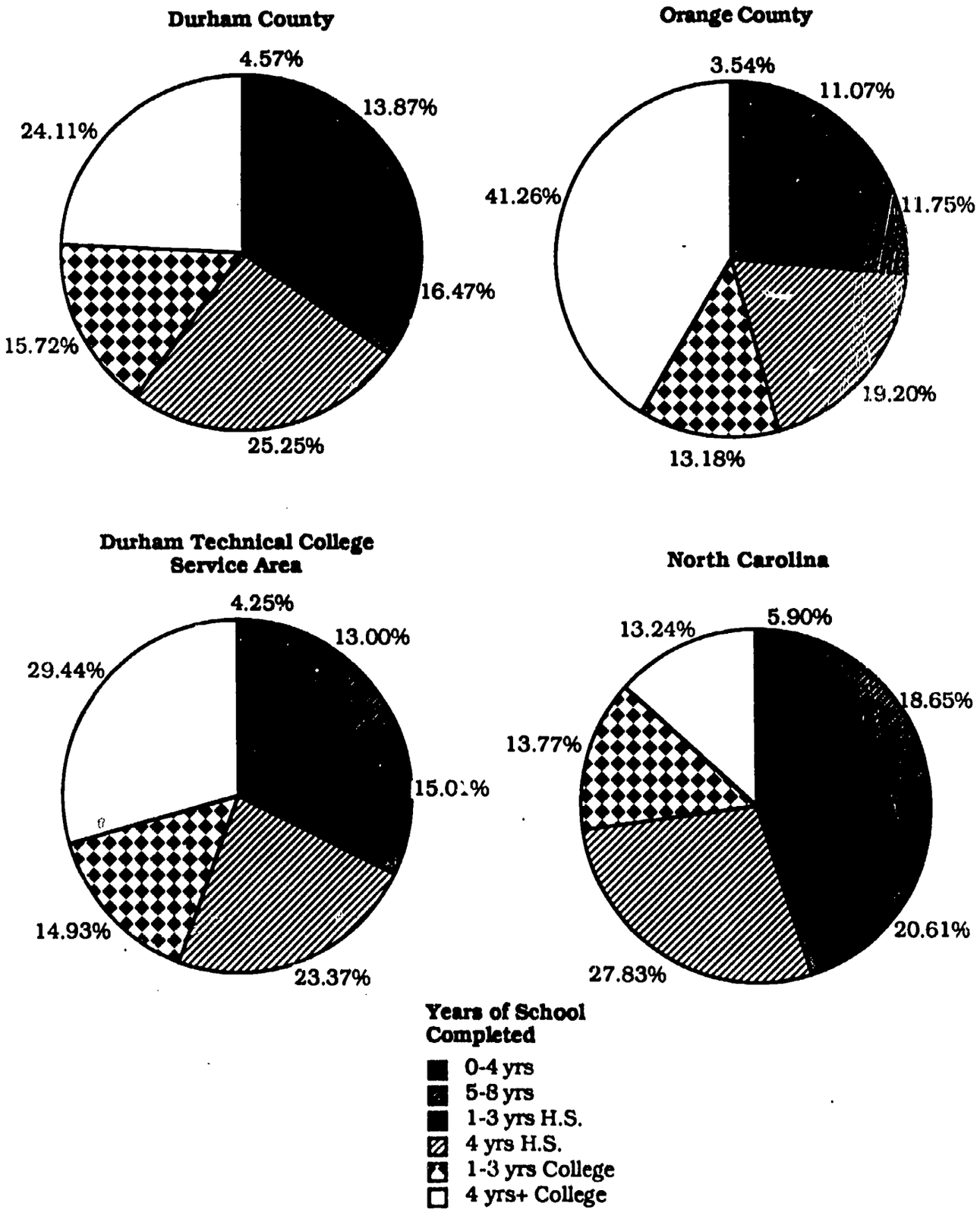


Figure A4.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Durham County: 1980.

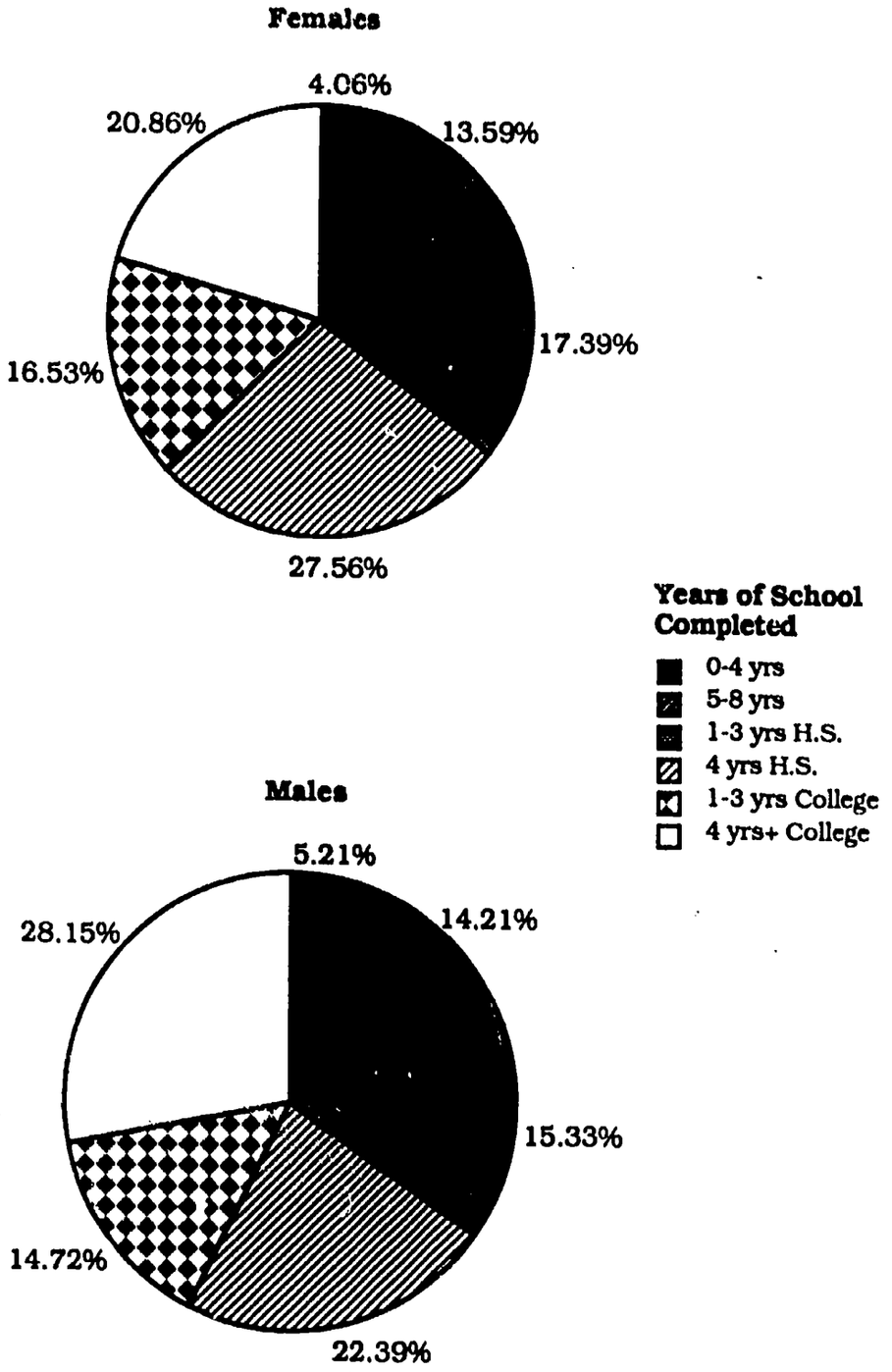


Figure A4.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Orange County: 1980.

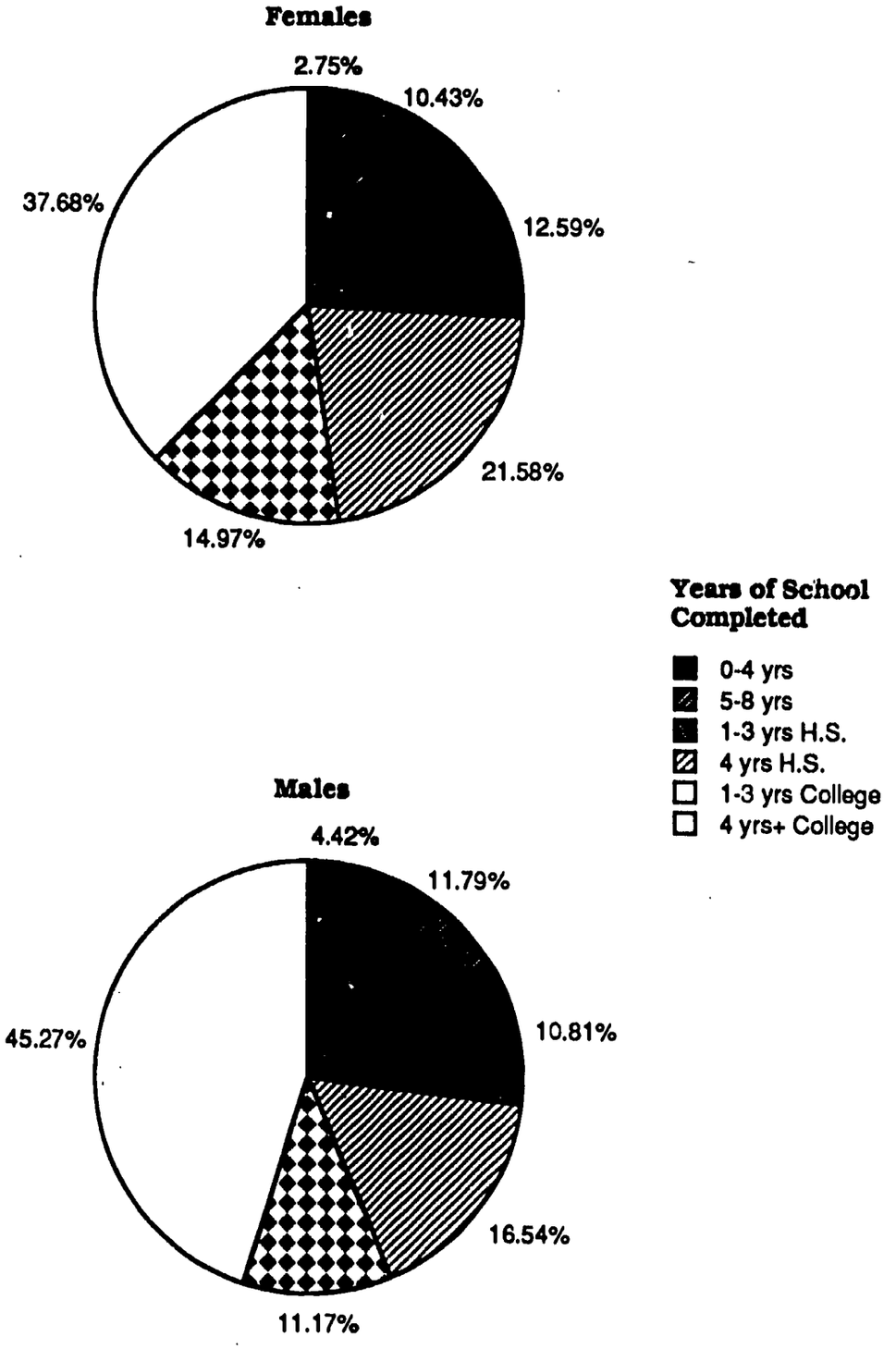


Figure A4.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Durham Technical College Service Area: 1980.

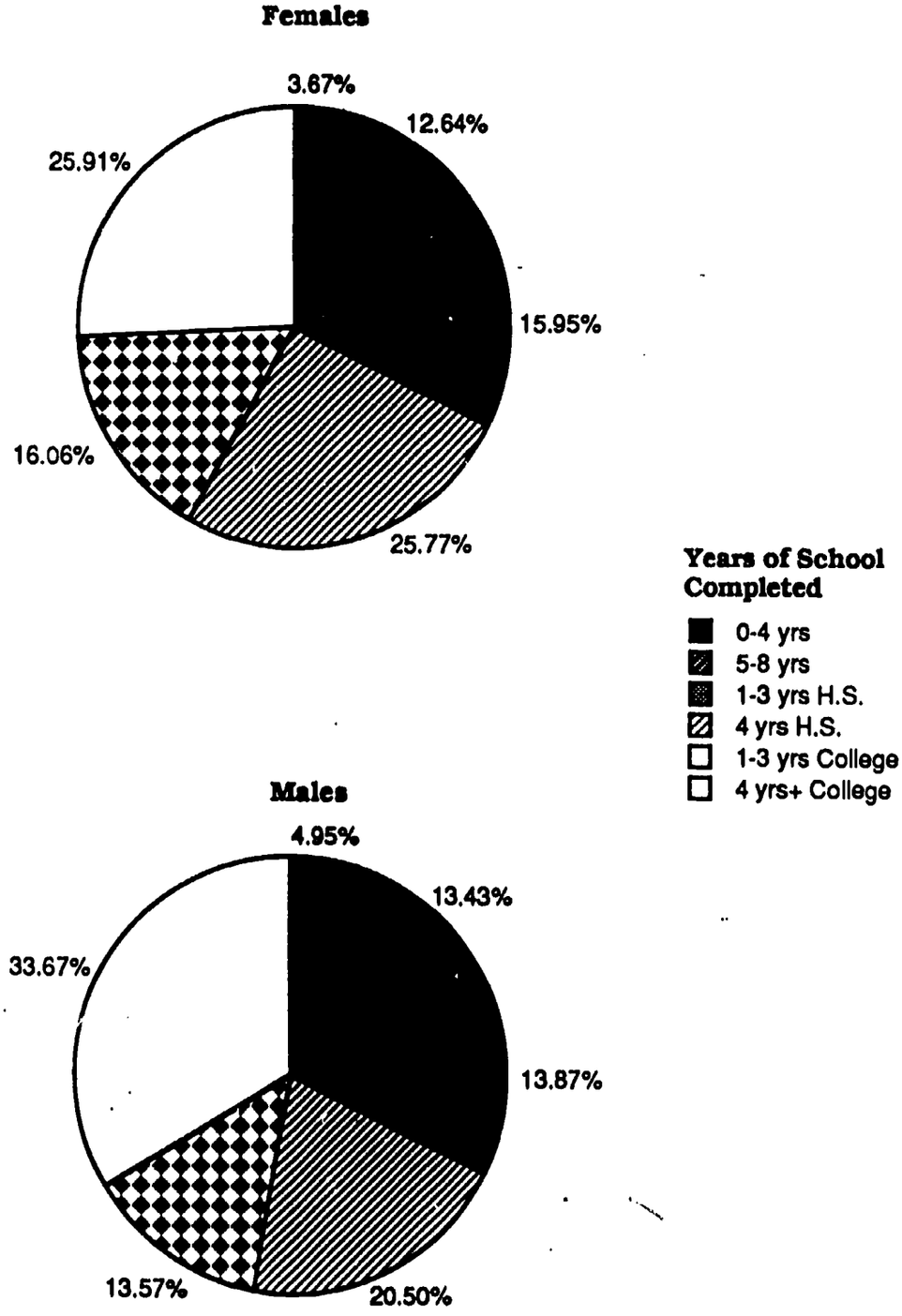


Figure A4.5 Percent Population 65 Years and Older by Years of School Completed, Durham County: 1980.

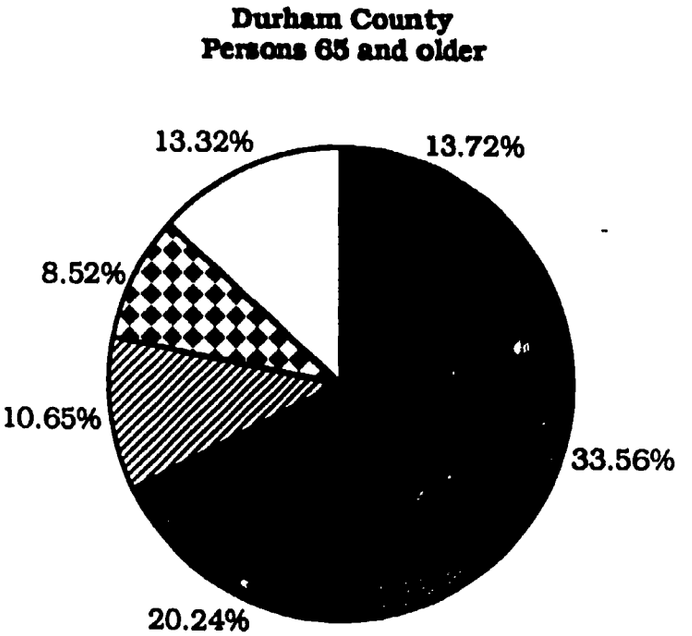


Figure A4.6 Employment Status by Years of School Completed, Durham County: 1980.

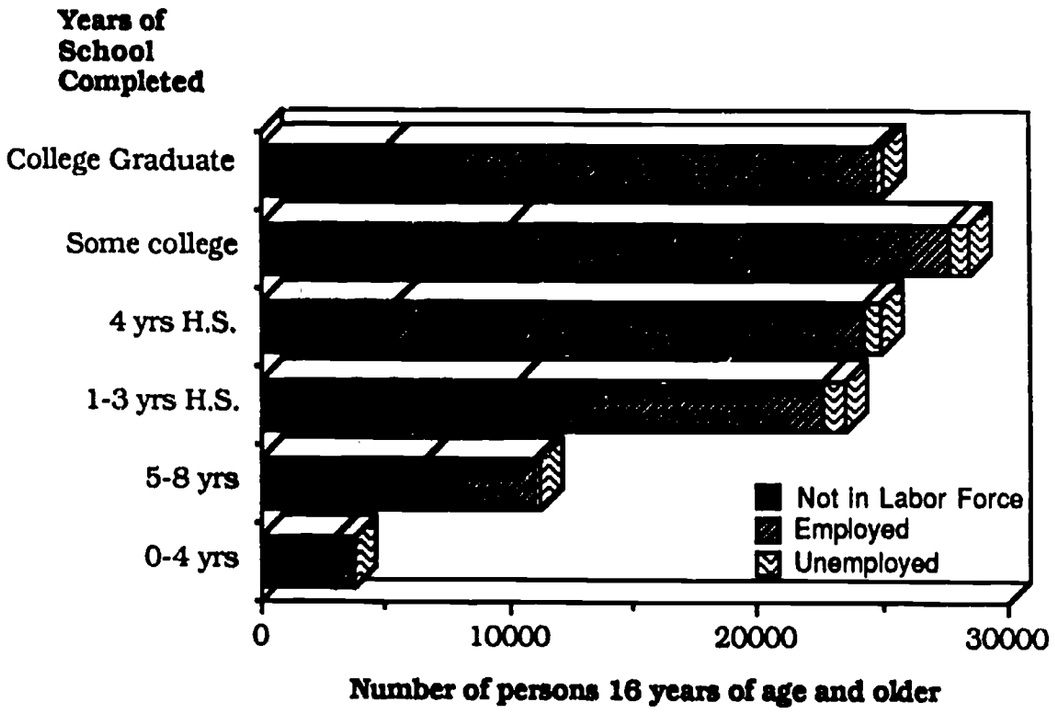
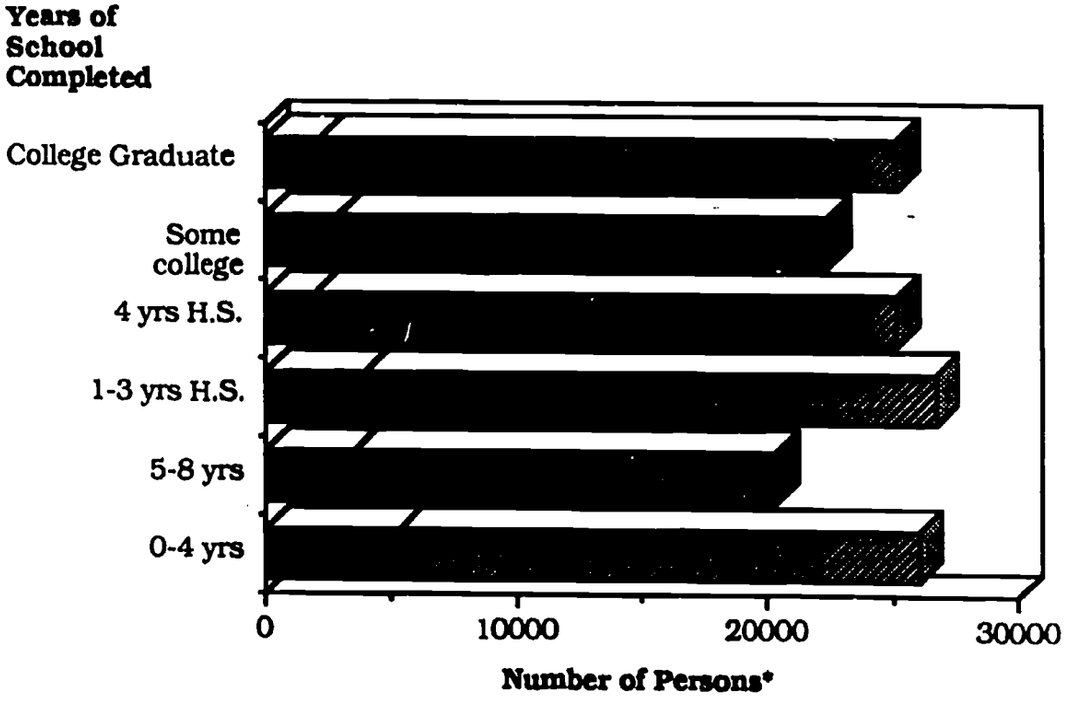
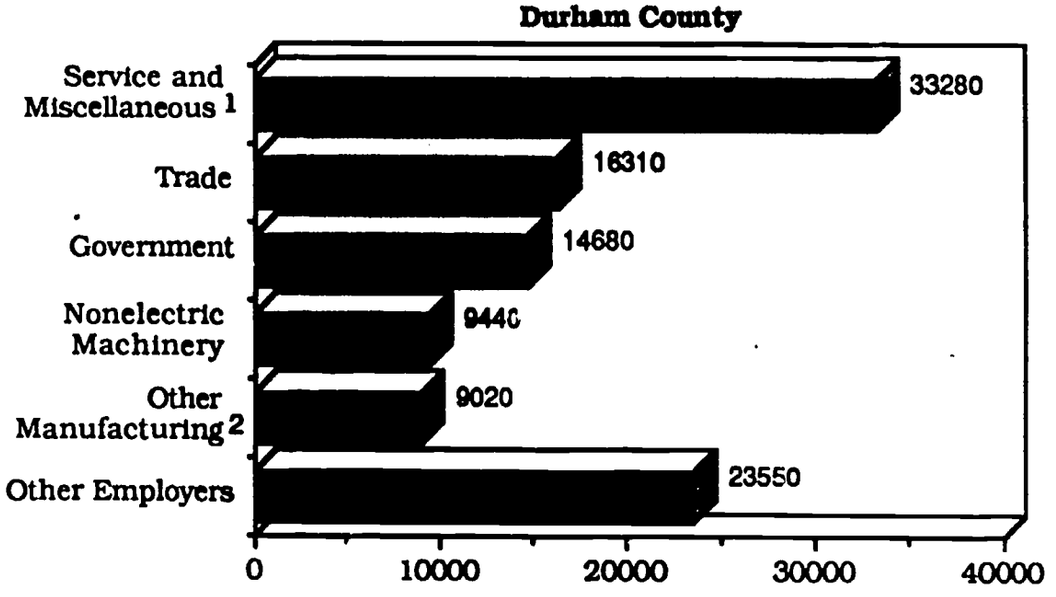


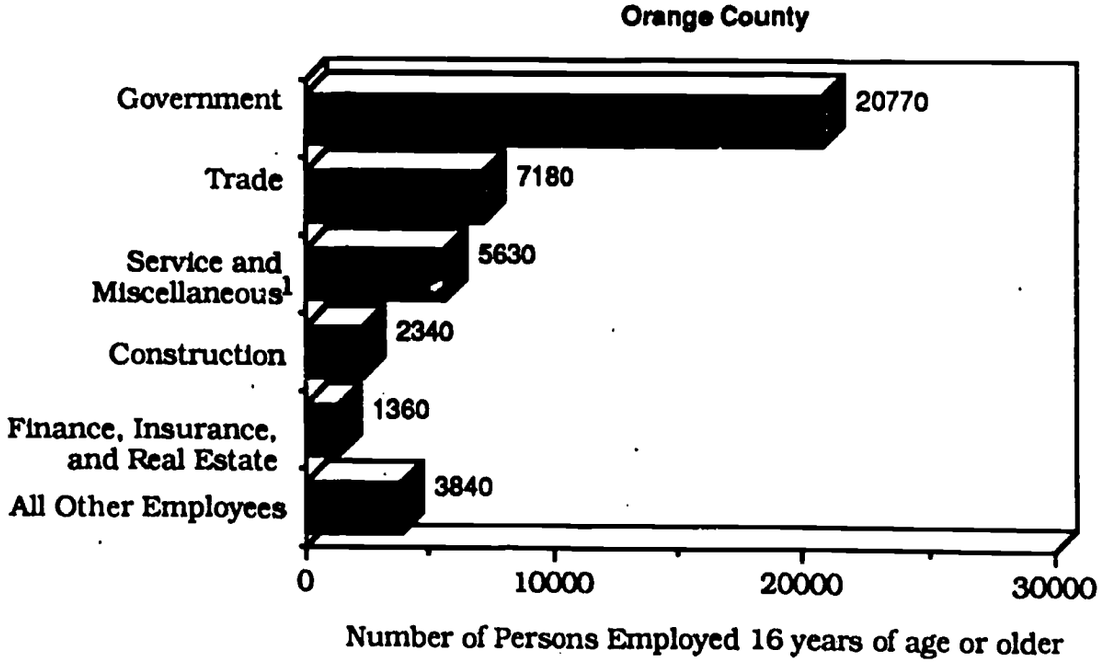
Figure A4.7 Poverty Status of Persons* by Years of School Completed, Durham County: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years

Figure A4.8 Five Largest Employers in Durham and Orange Counties: 1986.





[1] Includes services, except domestic; agricultural services; forestry; and mining.

[2] Includes tobacco, textiles, apparel, furniture, paper, chemicals, rubber, prim. metals, transportation equipment, and misc. mfg.

Appendix A5: Gaston College Service Area

Table A5.1 Selected Secondary Data for Gaston County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	162,568	--
	LT 16 yrs of age	42,010	25.8
	16-64 yrs of age	104,101	64.0
	GT 64 yrs of age	16,457	10.1
Projected population 1990	Total	177,314	--
	LT 16 yrs of age	38,571	21.8
	16-64 yrs of age	116,531	65.7
	GT 64 yrs of age	22,212	12.5
Projected population 2000	Total	190,384	--
	LT 16 yrs of age	40,371	21.2
	16-64 yrs of age	123,365	64.8
	GT 64 yrs of age	26,648	14.0
Projected population 1990	White	154,537	87.2
	Nonwhite	22,777	12.8
Per capita personal income	1980	$ 7,868	--
	1984	$10,925	--
Persons living below poverty level	1979	16,820	10.5
Persons living below poverty level	1983	22,095	13.4
Families living below poverty level	1979	3,734	8.2
1980 Civilian labor force		93,500	--
Employed civilians		88,120	--
Unemployed civilians/unemployment rate		5,380	5.8
1986 Civilian labor force		96,230	--
Employed civilians		91,430	--
Unemployed civilians/unemployment rate		4,800	5.0
High school enrollment	1981-1982	9,200	--
Dropouts/Dropout rate	1981-1982	754	8.2
High school enrollment	1986-1987	10,155	--
Dropouts/Dropout rate	1986-1987	785	7.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,241	--
	1985-1986	$2,595	--
Completed LT high school education 1980			
Population 16-24 yrs of age		8,286	33.2
Population 16 yrs of age and older		59,793	49.6
Population incarcerated 1987		307	--
Capacity of licensed day-care centers 1987		3,619	--
Capacity of registered day-care homes 1987		184	--

Table A5.2 Selected Secondary Data for Lincoln County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	42,372	--
	LT 16 yrs of age	10,918	25.8
	16-64 yrs of age	27,364	64.6
	GT 64 yrs of age	4,090	9.7
Projected population 1990	Total	48,623	--
	LT 16 yrs of age	10,866	22.3
	16-64 yrs of age	32,289	66.4
	GT 64 yrs of age	5,468	11.2
Projected population 2000	Total	54,837	--
	LT 16 yrs of age	11,870	21.6
	16-64 yrs of age	36,251	66.1
	GT 64 yrs of age	6,716	12.2
Projected population 1990	White	44,576	91.7
	Nonwhite	4,047	8.3
Per capita personal income	1980	$ 7,627	--
	1984	$10,687	--
Persons living below poverty level	1979	4,057	9.7
Persons living below poverty level	1983	5,396	12.0
Families living below poverty level	1979	882	7.3
1980 Civilian labor force		19,790	--
Employed civilians		18,050	--
Unemployed civilians/unemployment rate		1,740	8.8
1986 Civilian labor force		25,150	--
Employed civilians		23,780	--
Unemployed civilians/unemployment rate		1,370	5.4
High school enrollment	1981-1982	2,610	--
Dropouts/Dropout rate	1981-1982	165	6.3
High school enrollment	1986-1987	2,939	--
Dropouts/Dropout rate	1986-1987	256	8.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,341	--
	1985-1986	$2,677	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,680	26.4
Population 16 yrs of age and older		15,016	47.7
Population incarcerated 1987		77	--
Capacity of licensed day-care centers 1987		837	--
Capacity of registered day-care homes 1987		30	--

Table A5.3 Selected Secondary Data for Gaston College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	204,940	--
	LT 16 yrs of age	52,928	25.8
	16-64 yrs of age	131,465	64.1
	GT 64 yrs of age	20,547	10.0
Projected population 1990	Total	225,937	--
	LT 16 yrs of age	49,437	21.9
	16-64 yrs of age	148,820	65.9
	GT 64 yrs of age	27,680	12.2
Projected population 2000	Total	245,221	--
	LT 16 yrs of age	52,241	21.3
	16-64 yrs of age	159,616	65.1
	GT 64 yrs of age	33,364	13.6
Projected population 1990	White	199,113	88.1
	Nonwhite	26,824	11.9
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	20,877	10.3
Persons living below poverty level	1983	27,491	--
Families living below poverty level	1979	4,616	8.0
1980 Civilian labor force		113,290	--
Employed civilians		106,170	--
Unemployed civilians/unemployment rate		7,120	6.3
1986 Civilian labor force		121,380	--
Employed civilians		115,210	--
Unemployed civilians/unemployment rate		6,170	5.1
High school enrollment	1981-1982	11,810	--
Dropouts/Dropout rate	1981-1982	919	7.8
High school enrollment	1986-1987	13,094	--
Dropouts/Dropout rate	1986-1987	1,041	8.0
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		9,966	31.8
Population 16 yrs of age and older		74,809	49.2
Population incarcerated 1987		384	--
Capacity of licensed day-care centers 1987		4,456	--
Capacity of registered day-care homes 1987		214	--

Figure A5.1 Percent Population 25 Years and Older by Years of School Completed, Gaston College Service Area and North Carolina: 1980.

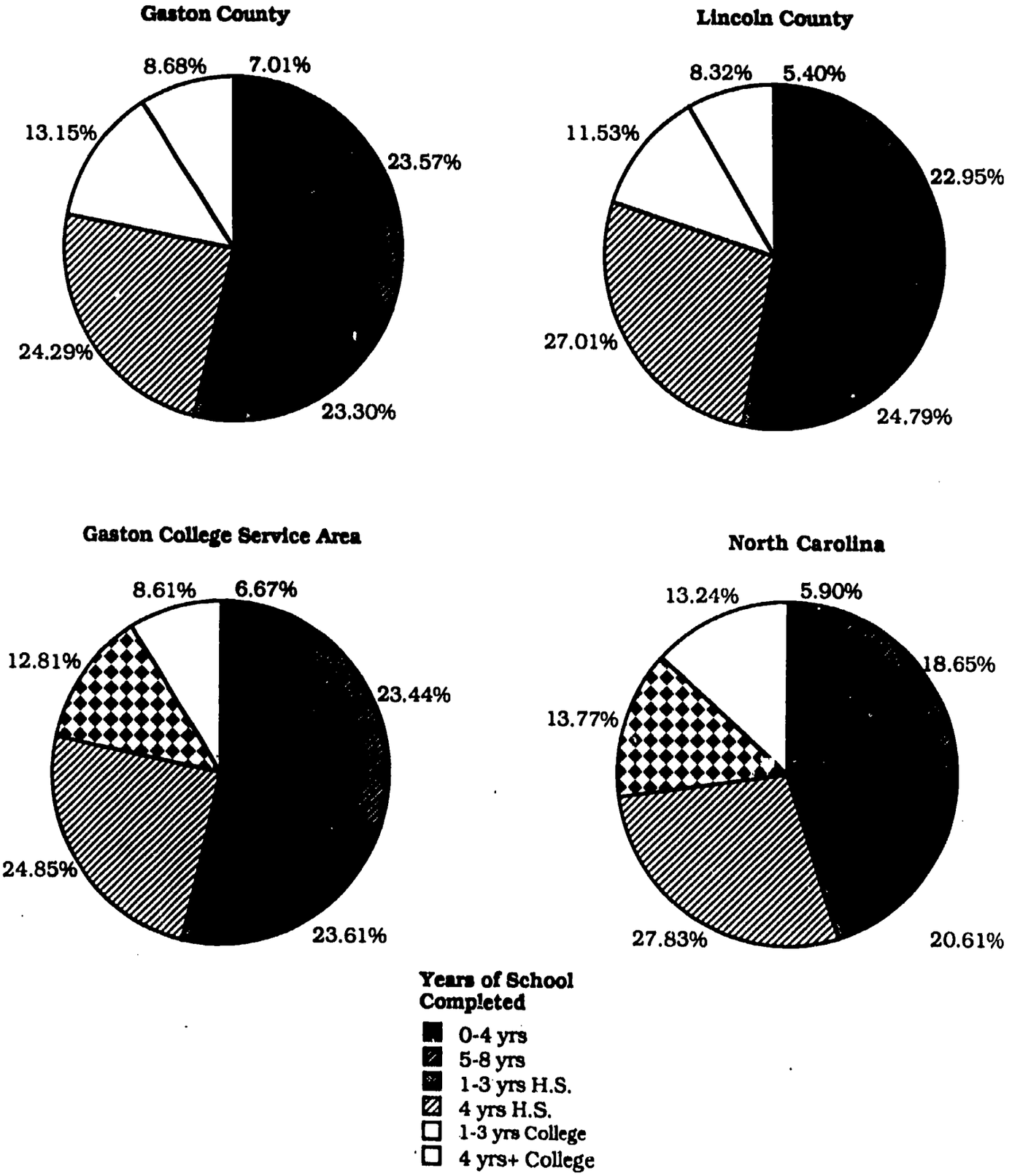


Figure A5.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Gaston County: 1980.

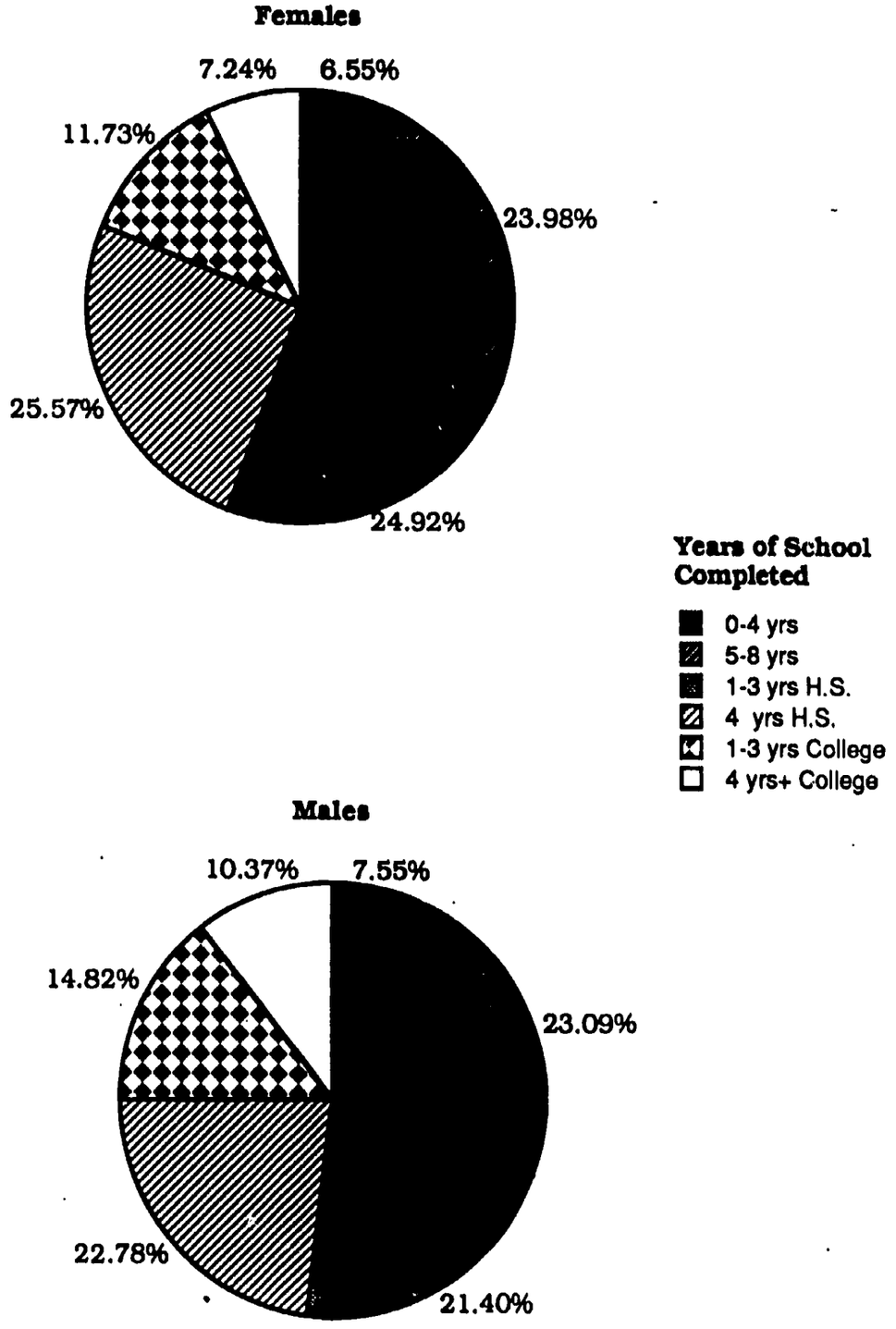


Figure A5.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Lincoln County: 1980.

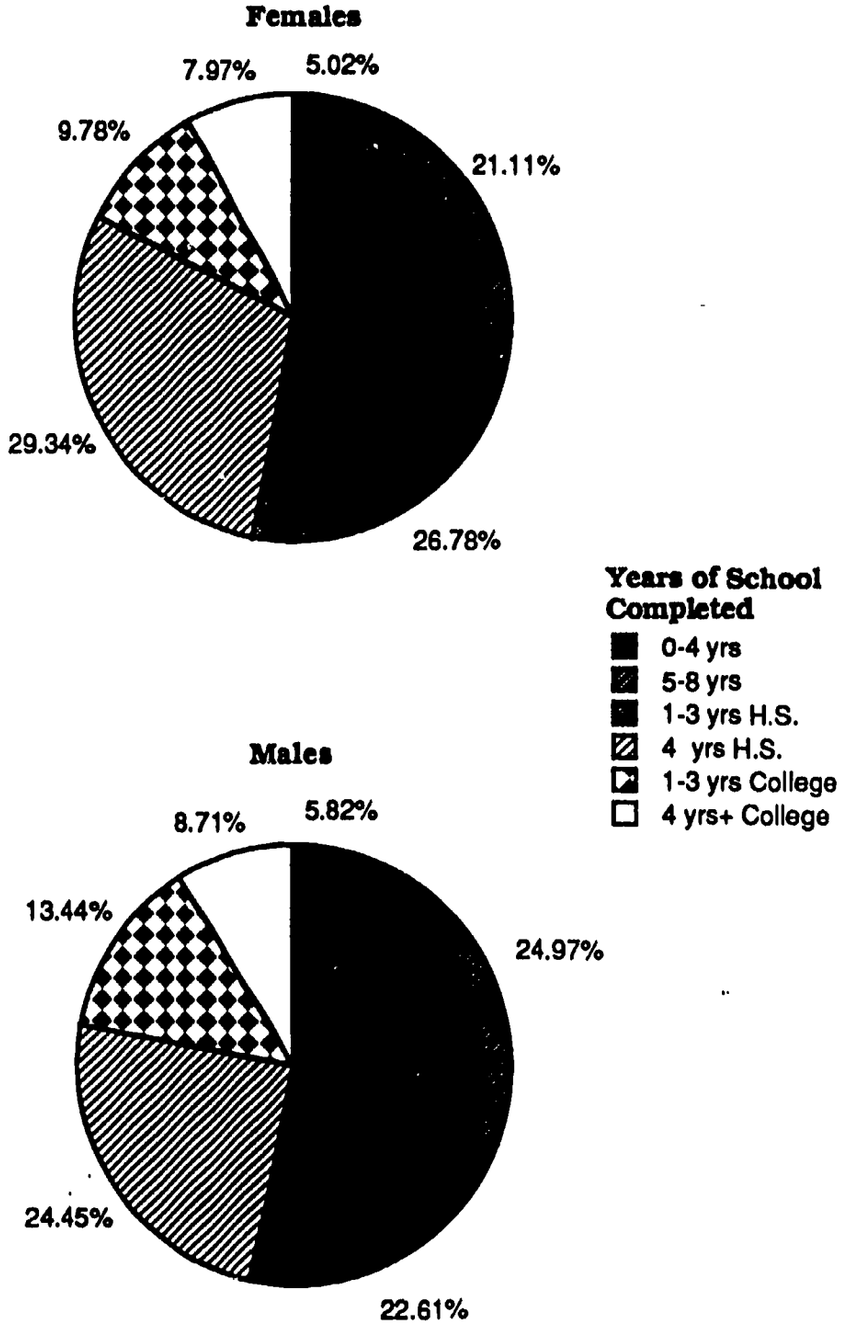
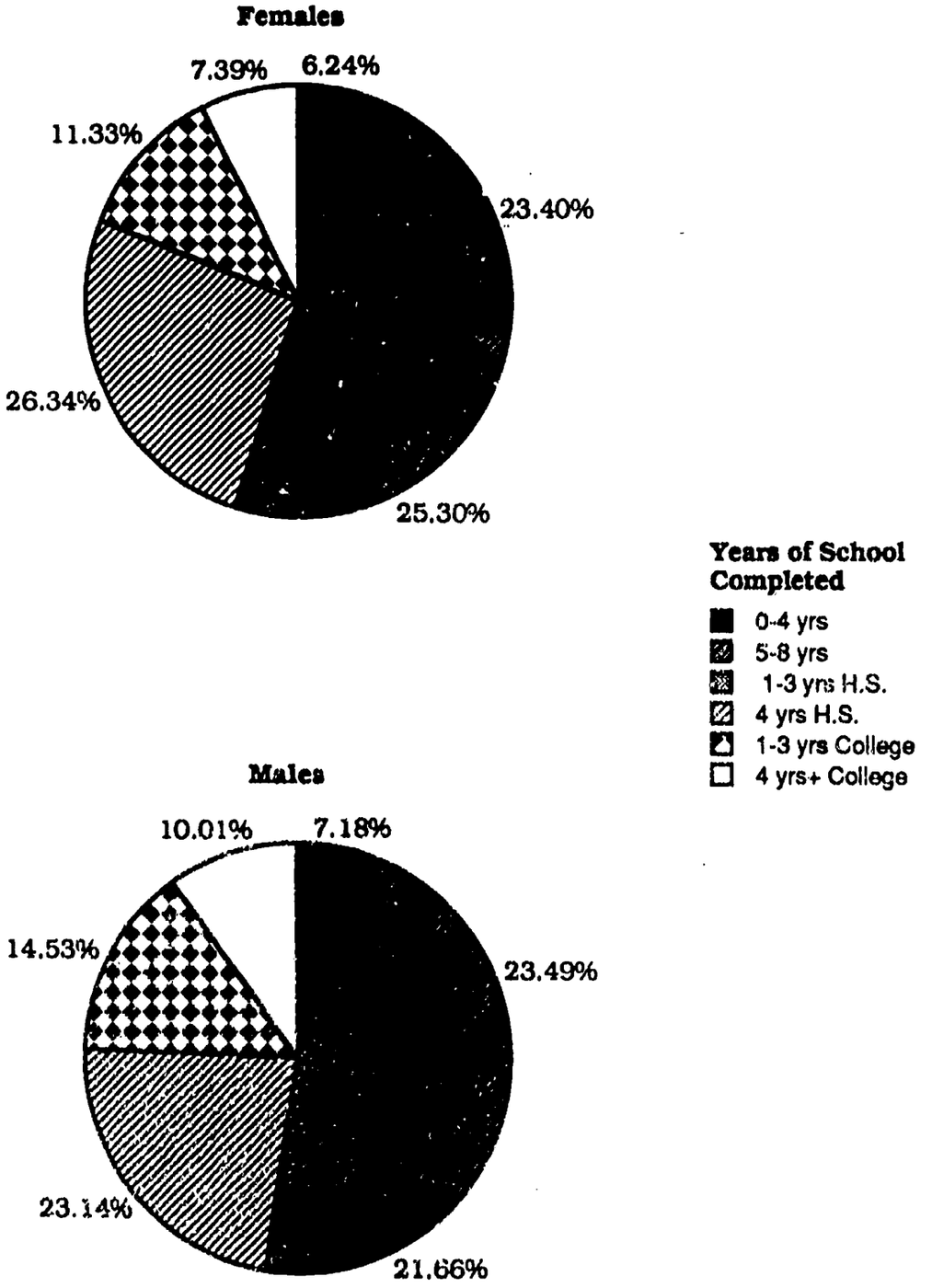


Figure A5.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Gaston College Service Area*: 1980.



*service area includes Gaston and Lincoln counties

Figure A5.5 Percent Population 65 Years and Older by Years of School Completed, Gaston County: 1980.

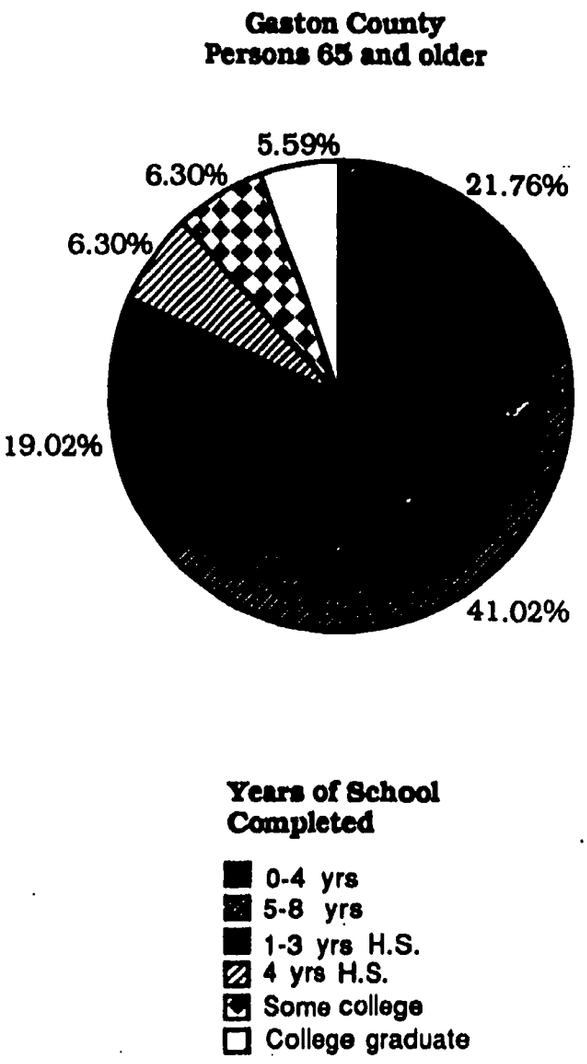
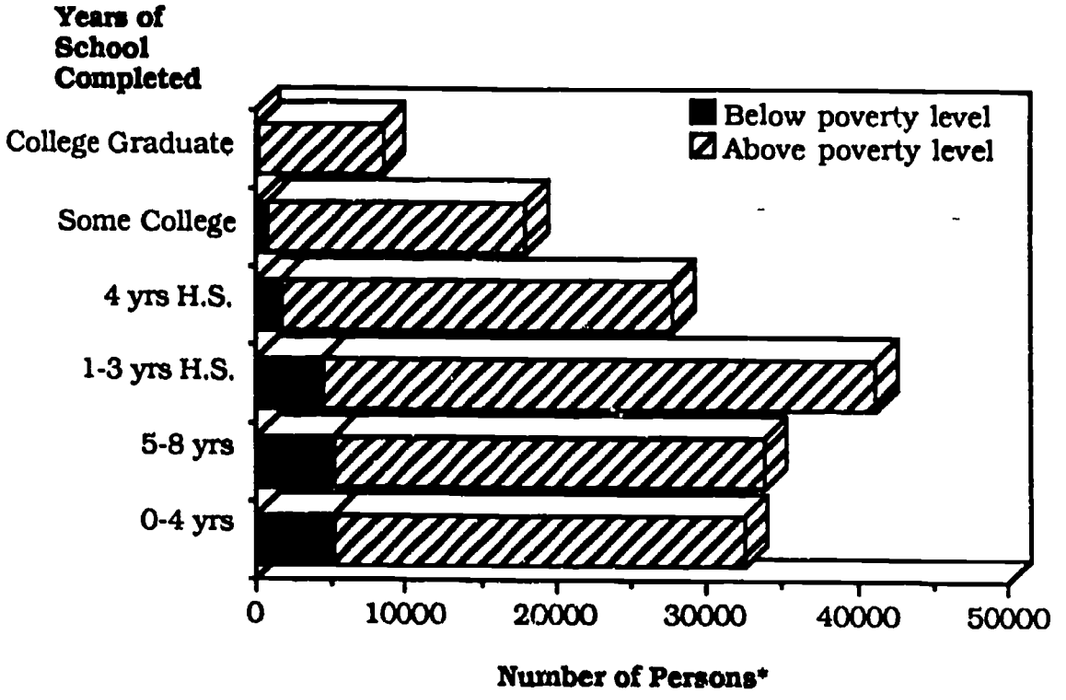


Figure A5.6 Employment Status by Years of School Completed, Gaston County: 1980.

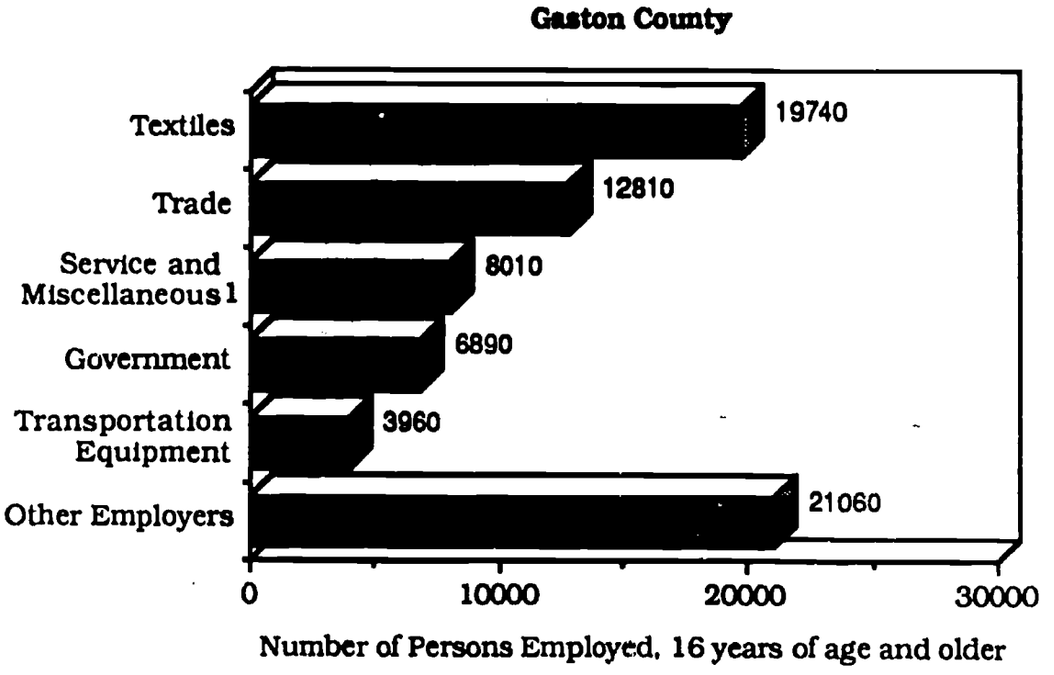


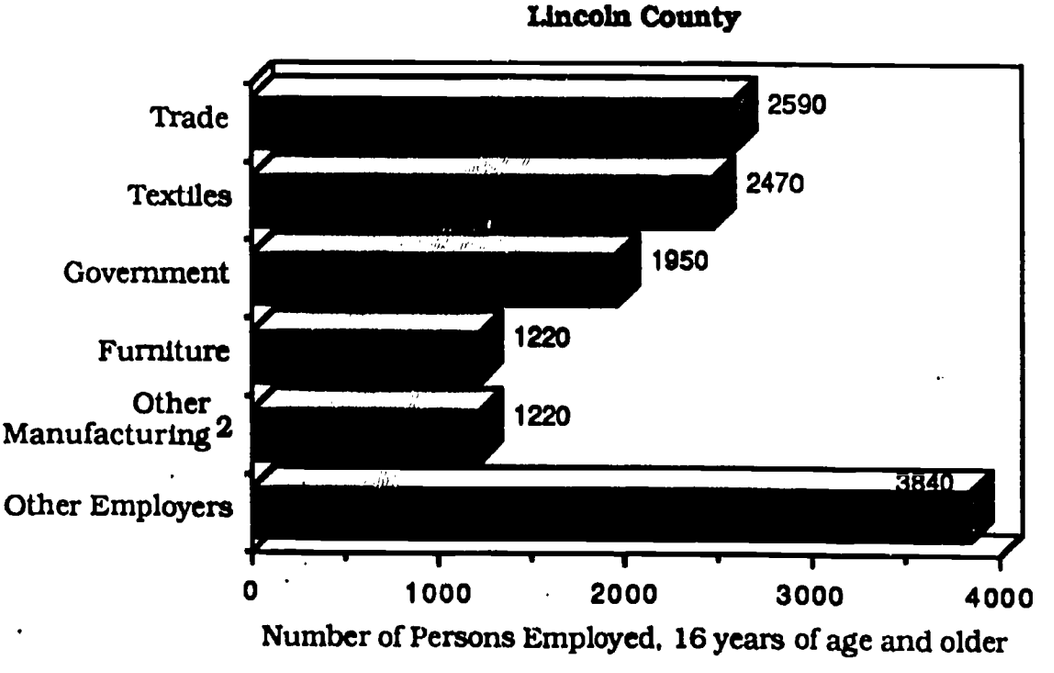
Figure A5.7 Poverty Status of Persons* by Years of School Completed, Gaston County: 1980.



*excludes inmates of institutions, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years

Figure A5.8 Five Largest Employers in Gaston and Lincoln Counties: 1986.





[1]includes services, except domestic;agricultural services; forestry; and mining.

[2]includes food; paper; printing; chemicals; stone, clay and glass: prim. metals; elec. machinery; trans. equipment; and misc. mfg.

Appendix A6: Martin Community College Service Area

Table A6.1 Selected Secondary Data for Bertie County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	21,024	--
	LT 16 yrs of age	5,695	25.1
	16-64 yrs of age	12,630	60.1
	GT 64 yrs of age	2,699	12.8
Projected population 1990	Total	21,384	--
	LT 16 yrs of age	5,145	24.1
	16-64 yrs of age	13,025	60.9
	GT 64 yrs of age	3,214	15.0
Projected population 2000	Total	21,564	--
	LT 16 yrs of age	4,748	22.0
	16-64 yrs of age	13,361	62.0
	GT 64 yrs of age	3,455	16.0
Projected population 1990	White	8,341	39.0
	Nonwhite	13,043	61.0
Per capita personal income	1980	$5,786	--
	1984	$8,405	--
Persons living below poverty level	1979	6,188	29.4
Persons living below poverty level	1983	7,077	32.8
Families living below poverty level	1979	1,248	22.9
1980 Civilian labor force		9,220	--
Employed civilians		8,490	--
Unemployed civilians/unemployment rate		730	7.9
1986 Civilian labor force		9,620	--
Employed civilians		9,020	--
Unemployed civilians/unemployment rate		600	6.2
High school enrollment	1981-1982	1,477	--
Dropouts/Dropout rate	1981-1982	129	8.7
High school enrollment	1986-1987	1,244	--
Dropouts/Dropout rate	1986-1987	65	5.2
Average expenditures per pupil (including food service)			
	1984-1985	$2,516	--
	1985-1986	$2,777	--
Completed LT high school education 1980			
Population 16-24 yrs of age		862	24.8
Population 16 yrs of age and older		8,218	53.6
Population incarcerated 1987		86	--
Capacity of licensed day-care centers 1987		200	--
Capacity of registered day-care homes 1987		6	--

Table A6.2 Selected Secondary Data for Martin County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	25,948	--
	LT 16 yrs of age	6,868	26.5
	16-64 yrs of age	16,098	62.1
	GT 64 yrs of age	2,982	11.5
Projected population 1990	Total	27,183	--
	LT 16 yrs of age	6,151	22.6
	16-64 yrs of age	17,082	62.8
	GT 64 yrs of age	3,950	14.5
Projected population 2000	Total	27,958	--
	LT 16 yrs of age	5,907	21.1
	16-64 yrs of age	17,702	63.3
	GT 64 yrs of age	4,349	15.6
Projected population 1990	White	15,299	56.3
	Nonwhite	11,884	43.7
Per capita personal income	1980	$6,881	--
	1984	$9,188	--
Persons living below poverty level	1979	6,183	24.1
Persons living below poverty level	1983	7,605	28.7
Families living below poverty level	1979	1,309	19.3
1980 Civilian labor force		12,250	--
Employed civilians		11,320	--
Unemployed civilians/unemployment rate		930	7.6
1986 Civilian labor force		11,460	--
Employed civilians		10,620	--
Unemployed civilians/unemployment rate		840	7.3
High school enrollment	1981-1982	1,769	--
Dropouts/Dropout rate	1981-1982	106	6.0
High school enrollment	1986-1987	1,622	--
Dropouts/Dropout rate	1986-1987	103	6.4
Average expenditures per pupil (including food service)			
	1984-1985	$2,847	--
	1985-1986	$3,196	--
Completed LT high school education 1980			
Population 16-24 yrs of age		703	17.4
Population 16 yrs of age and older		9,003	47.2
Population incarcerated 1987		88	--
Capacity of licensed day-care centers 1987		341	--
Capacity of registered day-care homes 1987		136	--

Table A6.3 Selected Secondary Data for Washington County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	14,801	--
	LT 16 yrs of age	4,185	28.3
	16-64 yrs of age	9,087	61.4
	GT 64 yrs of age	1,529	10.3
Projected population 1990	Total	14,385	--
	LT 16 yrs of age	3,495	24.3
	16-64 yrs of age	9,095	63.2
	GT 64 yrs of age	1,795	12.5
Projected population 2000	Total	13,794	--
	LT 16 yrs of age	3,127	22.7
	16-64 yrs of age	8,812	63.9
	GT 64 yrs of age	1,855	13.4
Projected population 1990	White	8,006	55.7
	Nonwhite	6,379	44.3
Per capita personal income	1980	$7,071	--
	1984	$9,929	--
Persons living below poverty level	1979	3,167	21.7
Persons living below poverty level	1983	3,784	25.0
Families living below poverty level	1979	706	18.1
1980 Civilian labor force		6,920	--
Employed civilians		6,460	--
Unemployed civilians/unemployment rate		460	6.6
1986 Civilian labor force		5,490	--
Employed civilians		5,140	--
Unemployed civilians/unemployment rate		350	6.4
High school enrollment	1981-1982	1,064	--
Dropouts/Dropout rate	1981-1982	56	5.3
High school enrollment	1986-1987	902	--
Dropouts/Dropout rate	1986-1987	42	4.7
Average expenditures per pupil (including food service)			
	1984-1985	$2,564	--
	1985-1986	$2,861	--
Completed LT high school education 1980			
Population 16-24 yrs of age		499	20.7
Population 16 yrs of age and older		4,805	45.3
Population incarcerated 1987		44	--
Capacity of licensed day-care centers 1987		127	--
Capacity of registered day-care homes 1987		72	--

Table A6.4 Selected Secondary Data for Martin Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	61,733	--
	LT 16 yrs of age	16,748	27.1
	16-64 yrs of age	37,815	61.2
	GT 64 yrs of age	7,210	11.7
Projected population 1990	Total	62,952	--
	LT 16 yrs of age	14,791	23.5
	16-64 yrs of age	39,202	62.3
	GT 64 yrs of age	8,959	14.2
Projected population 2000	Total	63,316	--
	LT 16 yrs of age	13,782	21.8
	16-64 yrs of age	39,875	63.9
	GT 64 yrs of age	9,659	15.2
Projected population 1990	White	31,646	50.3
	Nonwhite	31,306	49.7
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	15,538	25.7
Persons living below poverty level	1983	14,682	--
Families living below poverty level	1979	3,263	20.4
1980 Civilian labor force		28,390	--
Employed civilians		26,270	--
Unemployed civilians/unemployment rate		2,120	7.5
1986 Civilian labor force		26,570	--
Employed civilians		24,780	--
Unemployed civilians/unemployment rate		1,790	6.7
High school enrollment	1981-1982	4,310	--
Dropouts/Dropout rate	1981-1982	291	6.8
High school enrollment	1986-1987	3,768	--
Dropouts/Dropout rate	1986-1987	210	5.6
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		2,064	20.8
Population 16 yrs of age and older		22,026	48.9
Population incarcerated 1987		218	--
Capacity of licensed day-care centers 1987		668	--
Capacity of registered day-care homes 1987		214	--

Figure A6.1 Percent Population 25 Years and Older by Years of School Completed, Martin Community College Service Area: 1980.

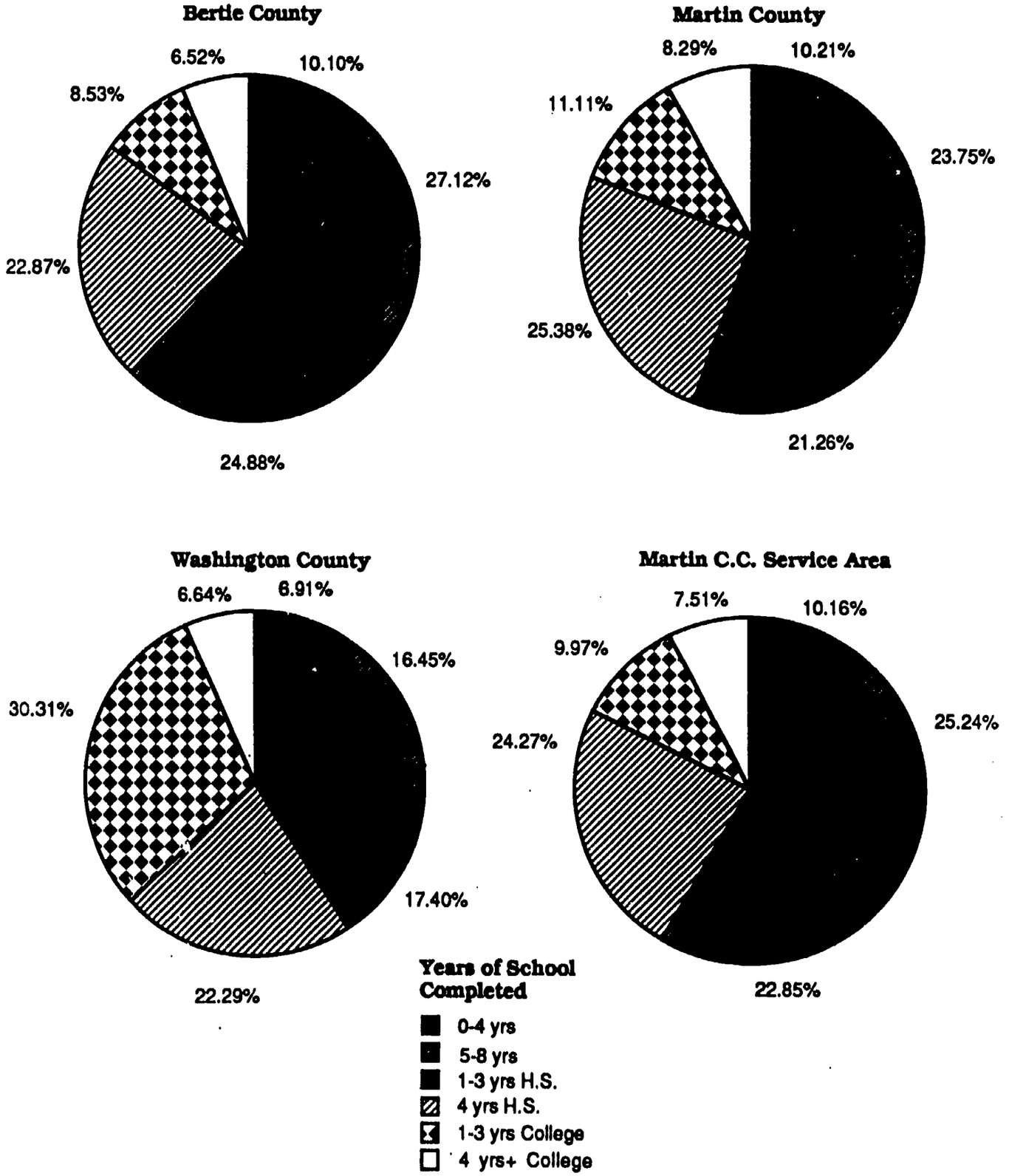


Figure A6.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Bertie County: 1980.

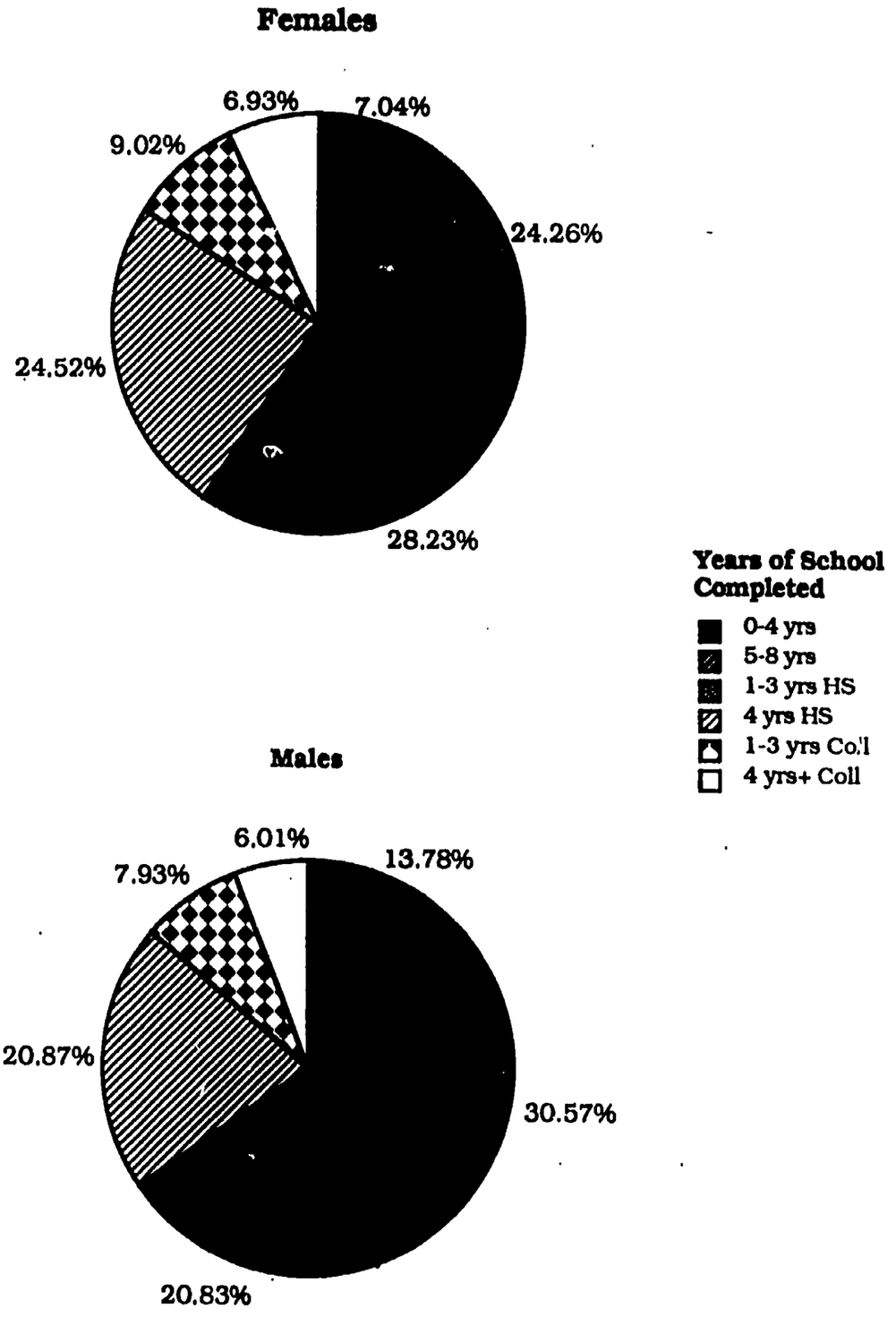


Figure A6.3. Percent Population 25 Years and Older by Years of School Completed and Sex, Martin County: 1980.

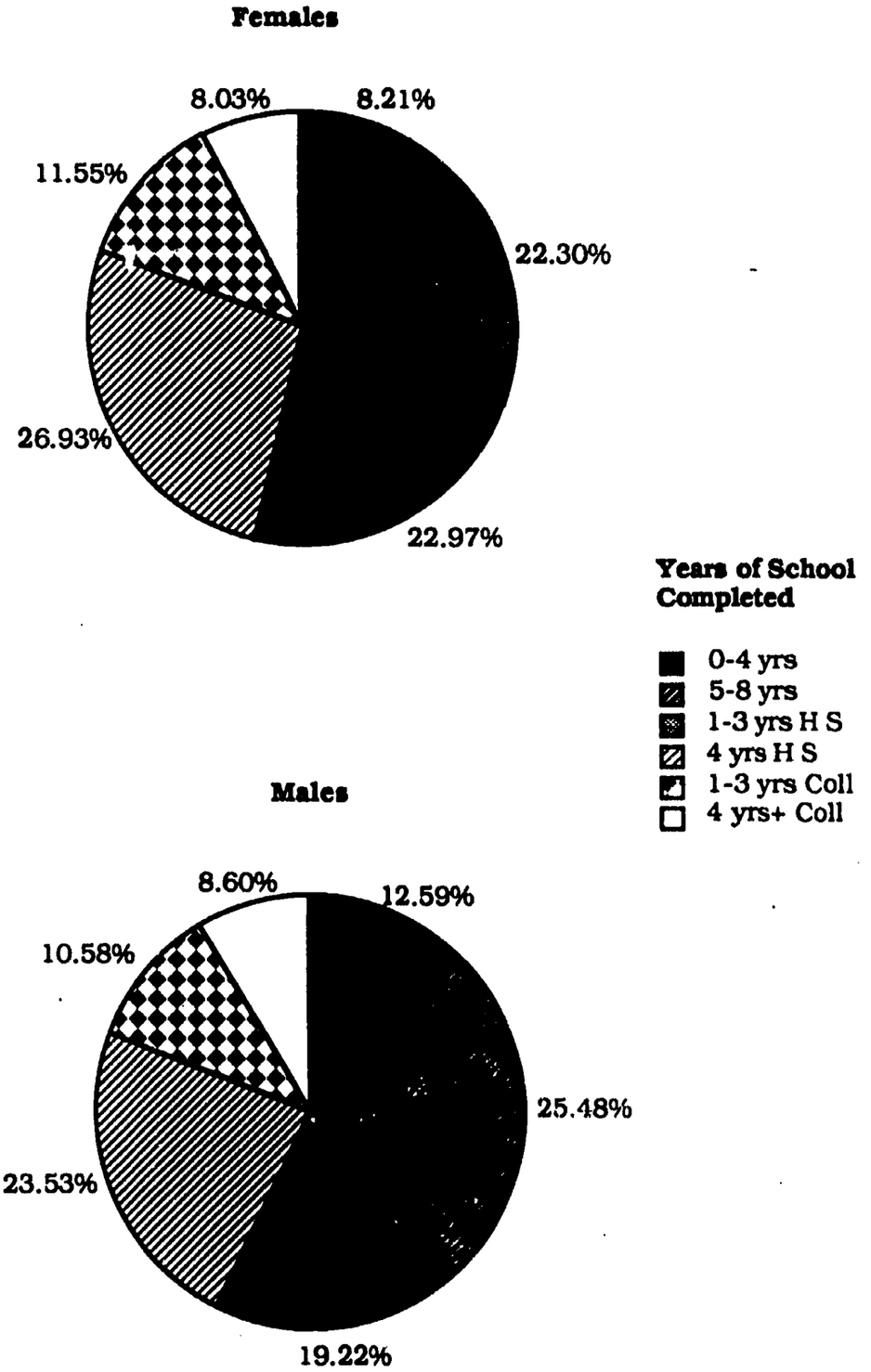


Figure A6.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Washington County: 1980.

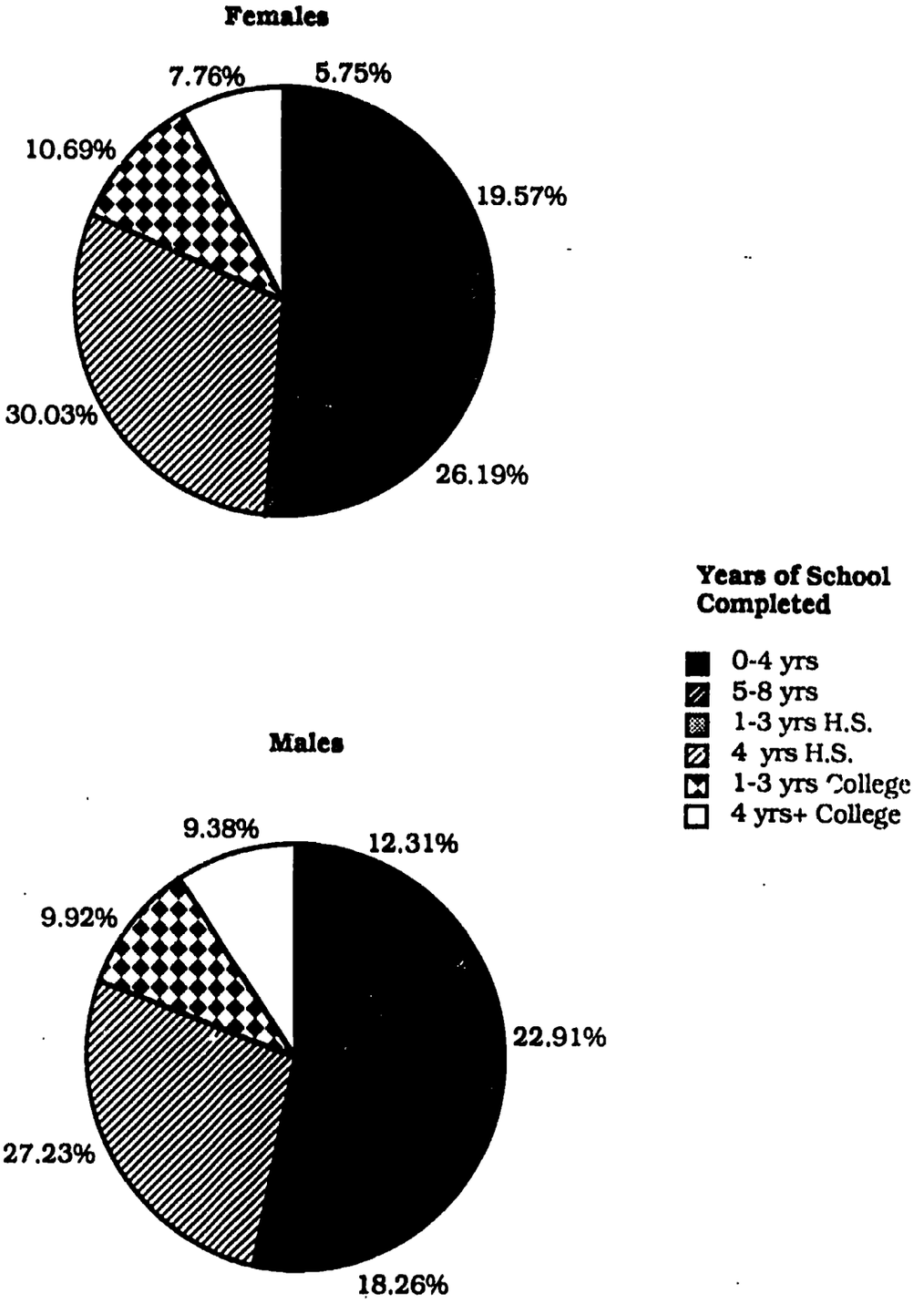
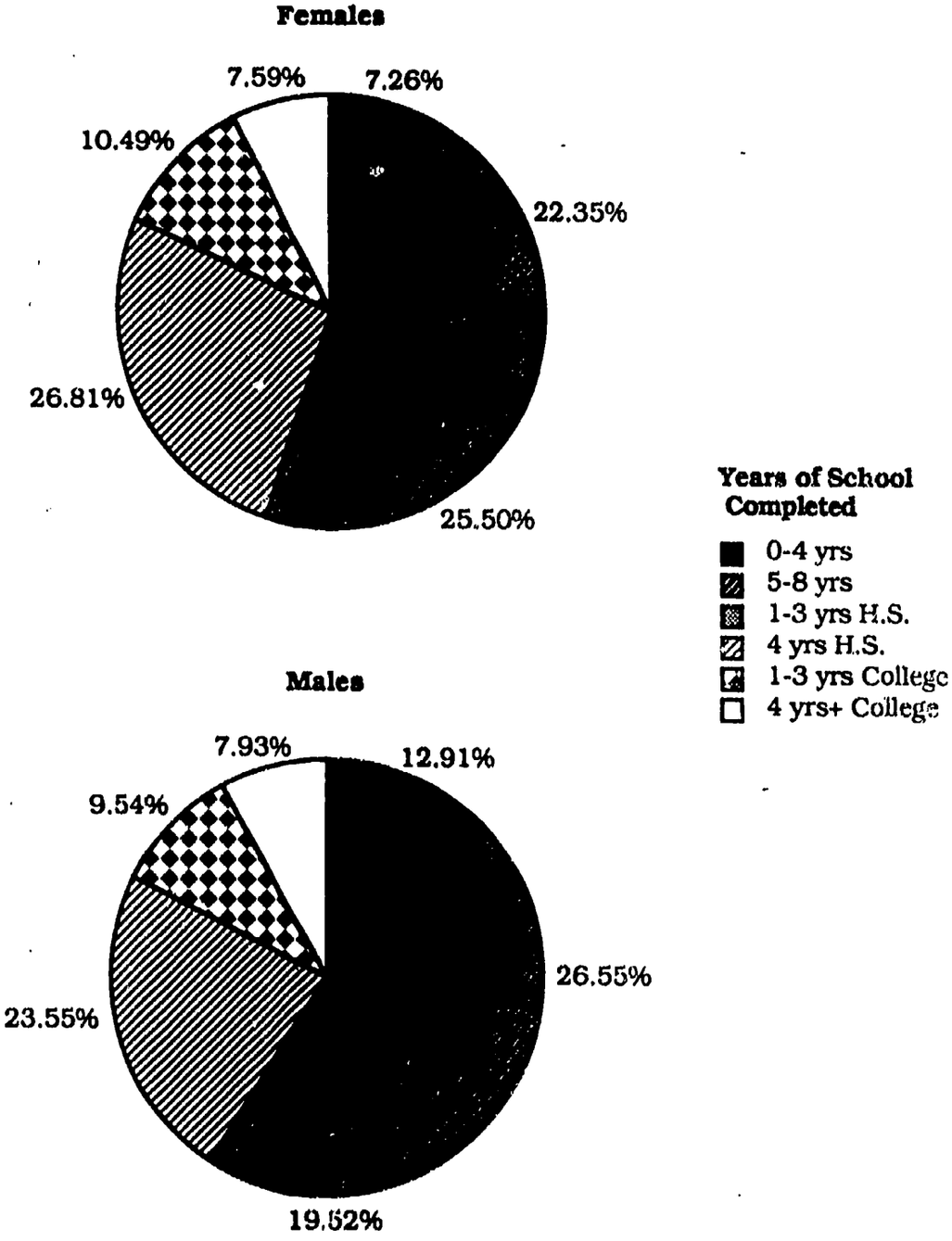
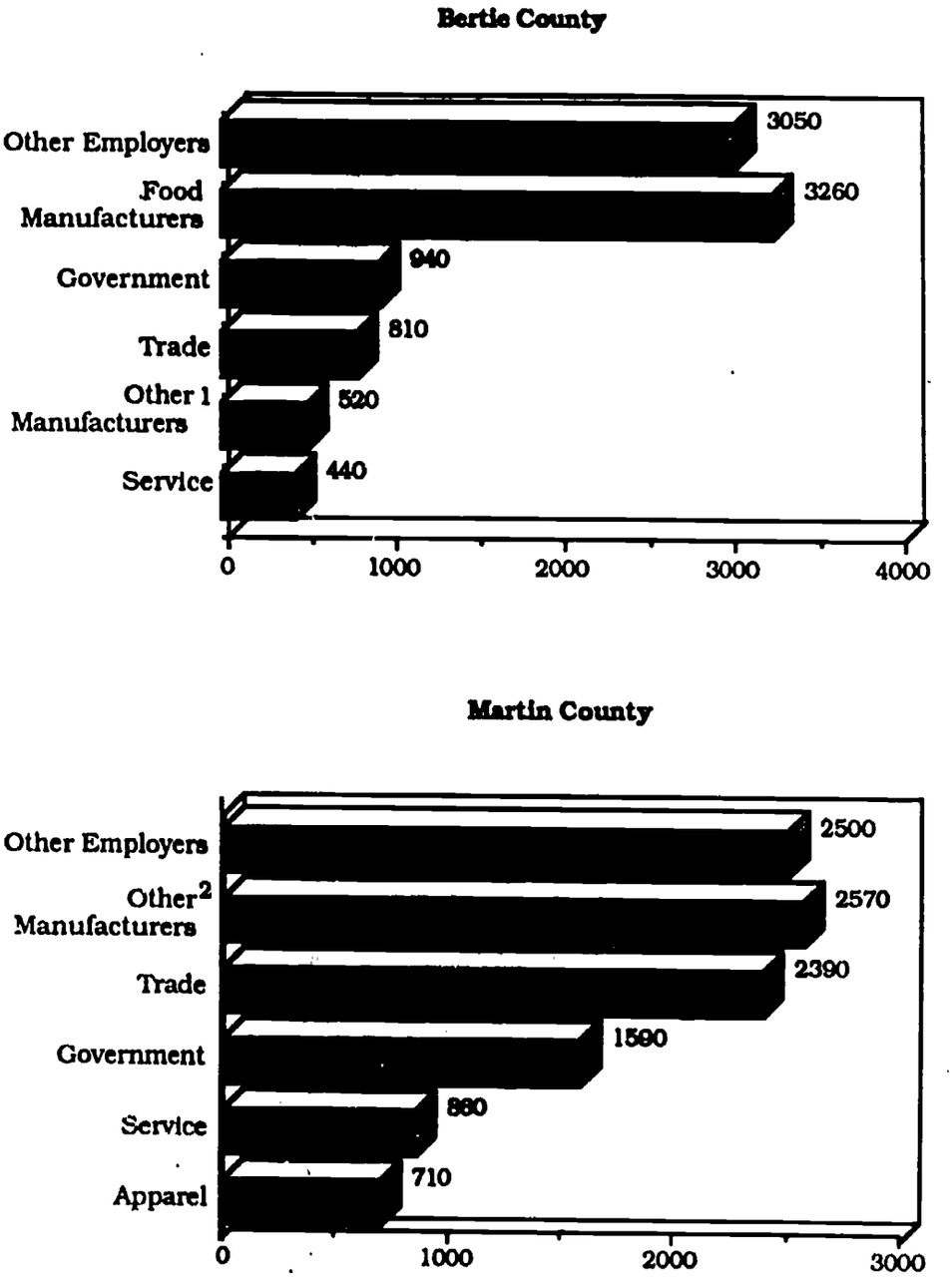


Figure A6.5 Percent Population 25 Years and Older by Years of School Completed and Sex, Martin Community College Service Area*: 1980.



*Service Area includes Bertie, Martin and Washington counties

Figure A6.6 Five Largest Employers in Martin Community College Service Area By County: 1986.

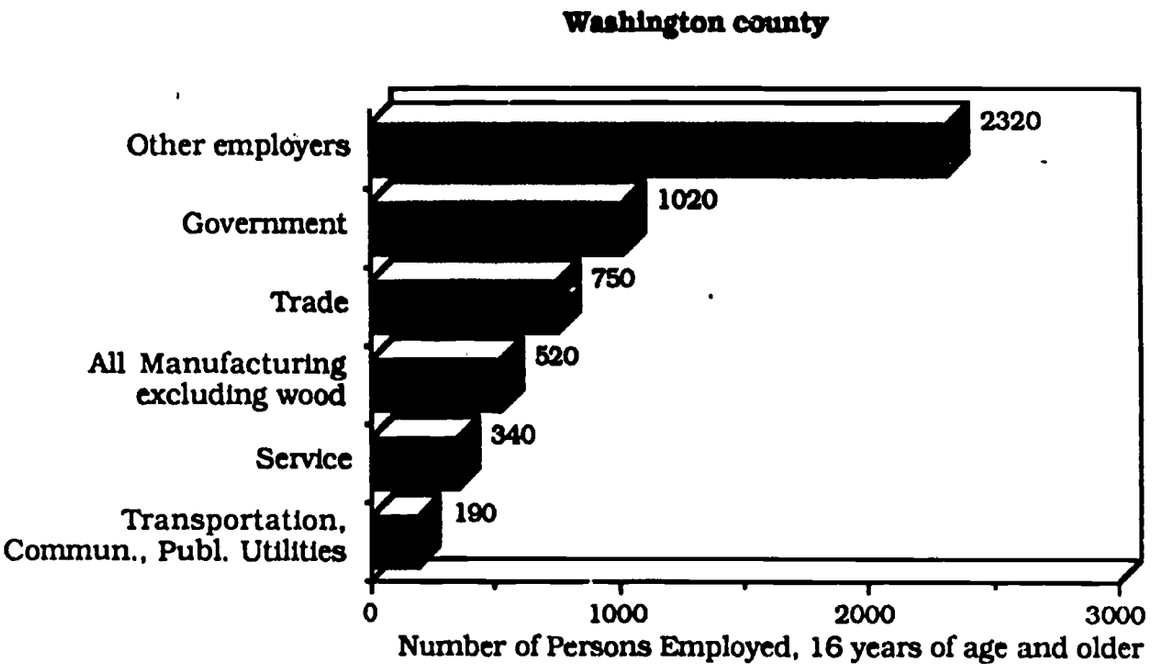


[1] Includes tobacco, furniture, printing, leather, stone, clay & glass, and misc. mfg.

[2] Includes food, apparel, printing, chemicals, stone, clay & glass, fab. metals, misc. mfg.

Figure A6.6, continued.

Figure A6.6 Five Largest Employers in Martin Community College Service Area By County: 1986.



Appendix A7: Richmond Community College Service Area

Table A7.1 Selected Secondary Data for Scotland County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	32,273	--
	LT 16 yrs of age	9,377	29.1
	16-64 yrs of age	19,965	61.9
	GT 64 yrs of age	2,931	9.1
Projected population 1990	Total	34,611	--
	LT 16 yrs of age	8,649	25.0
	16-64 yrs of age	22,135	64.0
	GT 64 yrs of age	3,827	11.0
Projected population 2000	Total	36,526	--
	LT 16 yrs of age	8,472	23.2
	16-64 yrs of age	23,785	65.1
	GT 64 yrs of age	4,269	11.7
Projected population 1990	White	19,222	55.5
	Nonwhite	15,389	44.5
Per capita personal income	1980	$6,715	--
	1984	$8,662	--
Persons living below poverty level	1979	5,394	17.3
Persons living below poverty level	1983	6,210	18.5
Families living below poverty level	1979	1,269	15.4
1980 Civilian labor force		15,220	--
Employed civilians		13,770	--
Unemployed civilians/unemployment rate		1,450	9.5
1986 Civilian labor force		15,370	--
Employed civilians		14,230	--
Unemployed civilians/unemployment rate		1,140	7.4
High school enrollment	1981-1982	2,079	--
Dropouts/Dropout rate	1981-1982	227	10.9
High school enrollment	1986-1987	2,239	--
Dropouts/Dropout rate	1986-1987	180	8.0
Average expenditures per pupil (including food service)			
	1984-1985	$2,593	--
	1985-1986	$2,870	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,149	20.8
Population 16 yrs of age and older		10,222	44.6
Population incarcerated 1987		133	--
Capacity of licensed day-care centers 1987		692	--
Capacity of registered day-care homes 1987		63	--

Table A7.2 Selected Secondary Data for Richmond County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	45,481	--
	LT 16 yrs of age	11,843	26.0
	16-64 yrs of age	28,402	62.4
	GT 64 yrs of age	5,236	11.5
Projected population 1990	Total	46,677	--
	LT 16 yrs of age	10,522	22.5
	16-64 yrs of age	29,446	63.1
	GT 64 yrs of age	6,709	14.4
Projected population 2000	Total	47,361	--
	LT 16 yrs of age	9,854	20.8
	16-64 yrs of age	30,115	63.6
	GT 64 yrs of age	7,392	15.6
Projected population 1990	White	34,702	74.3
	Nonwhite	11,975	25.7
Per capita personal income	1980	$6,355	--
	1984	$8,585	--
Persons living below poverty level	1979	6,796	15.2
Persons living below poverty level	1983	8,020	17.1
Families living below poverty level	1979	1,457	11.9
1980 Civilian labor force		18,710	--
Employed civilians		16,930	--
Unemployed civilians/unemployment rate		1,780	9.5
1986 Civilian labor force		20,810	--
Employed civilians		19,380	--
Unemployed civilians/unemployment rate		1,430	6.9
High school enrollment	1981-1982	2,746	--
Dropouts/Dropout rate	1981-1982	187	6.8
High school enrollment	1986-1987	2,603	--
Dropouts/Dropout rate	1986-1987	181	7.0
Average expenditures per pupil (including food service)			
	1984-1985	$2,294	--
	1985-1986	$2,955	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,711	24.3
Population 16 yrs of age and older		15,974	47.5
Population incarcerated 1987		202	--
Capacity of licensed day-care centers 1987		794	--
Capacity of registered day-care homes 1987		51	--

Table A7.3 Selected Secondary Data for Richmond Community College Service Area.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	77,754	--
	LT 16 yrs of age	21,220	27.3
	16-64 yrs of age	48,367	62.2
	GT 64 yrs of age	8,167	10.5
Projected population 1990	Total	81,288	--
	LT 16 yrs of age	19,171	23.6
	16-64 yrs of age	51,581	63.5
	GT 64 yrs of age	10,536	12.9
Projected population 2000	Total	83,887	--
	LT 16 yrs of age	18,326	21.8
	16-64 yrs of age	53,900	64.3
	GT 64 yrs of age	11,661	13.9
Projected population 1990	White	53,924	66.3
	Nonwhite	27,364	33.7
Per capita personal income	1980	na	--
	1984	na	--
Persons living below poverty level	1979	12,190	16.1
Persons living below poverty level	1983	14,230	--
Families living below poverty level	1979	2,726	13.5
1980 Civilian labor force		33,930	--
Employed civilians		30,700	--
Unemployed civilians/unemployment rate		3,230	9.5
1986 Civilian labor force		36,180	--
Employed civilians		33,610	--
Unemployed civilians/unemployment rate		2,570	7.1
High school enrollment	1981-1982	4,825	--
Dropouts/Dropout rate	1981-1982	414	8.5
High school enrollment	1986-1987	4,842	--
Dropouts/Dropout rate	1986-1987	361	7.5
Average expenditures per pupil (including food service)			
	1984-1985	na	--
	1985-1986	na	--
Completed LT high school education 1980			
Population 16-24 yrs of age		2,860	22.8
Population 16 yrs of age and older		26,195	46.3
Population incarcerated 1987		335	--
Capacity of licensed day-care centers 1987		1,486	--
Capacity of registered day-care homes 1987		114	--

Figure A7.1 Percent Population 25 Years and Older by Years of School Completed, Richmond Community College Service Area and North Carolina: 1980.

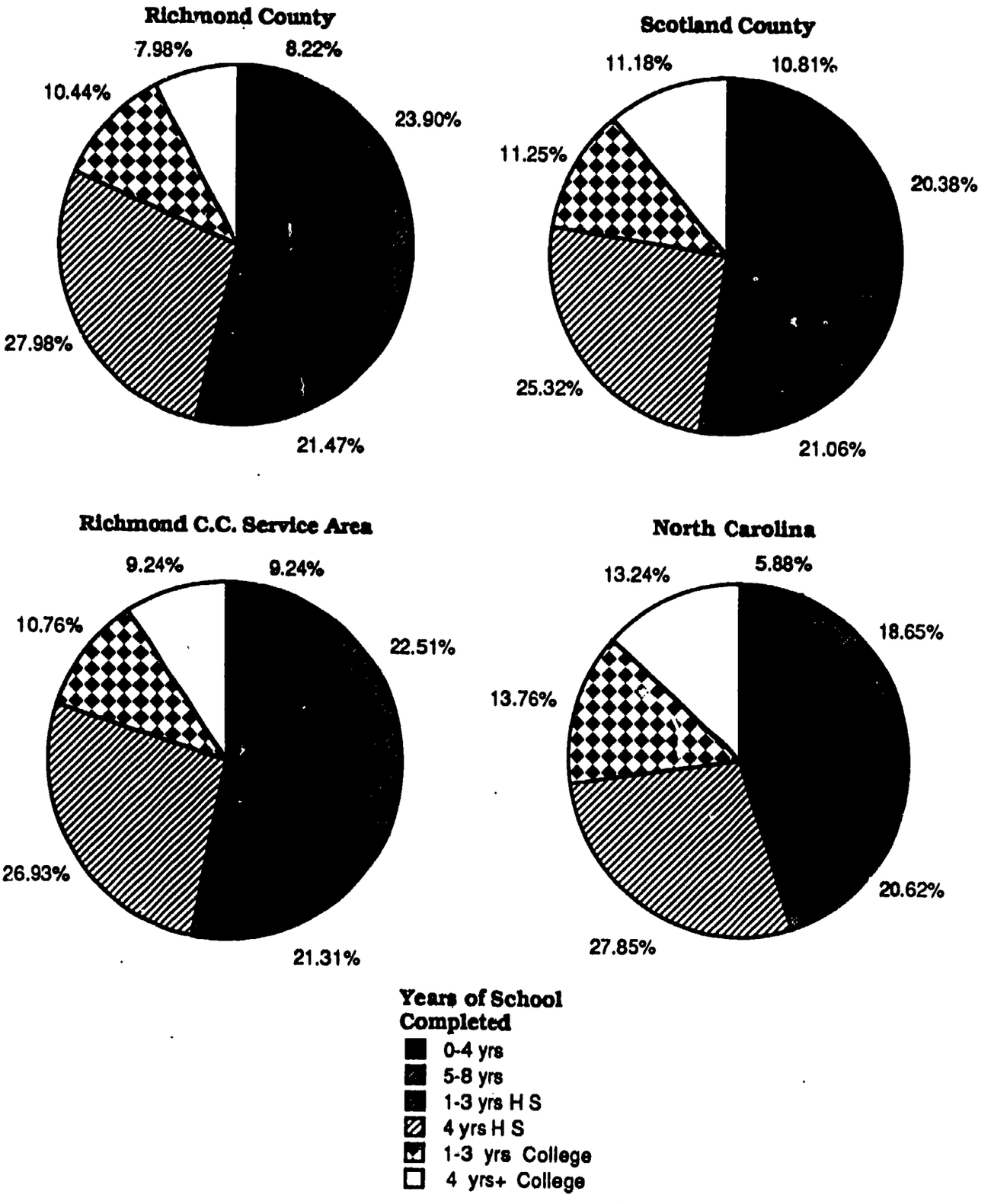


Figure A7.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Richmond County: 1980.

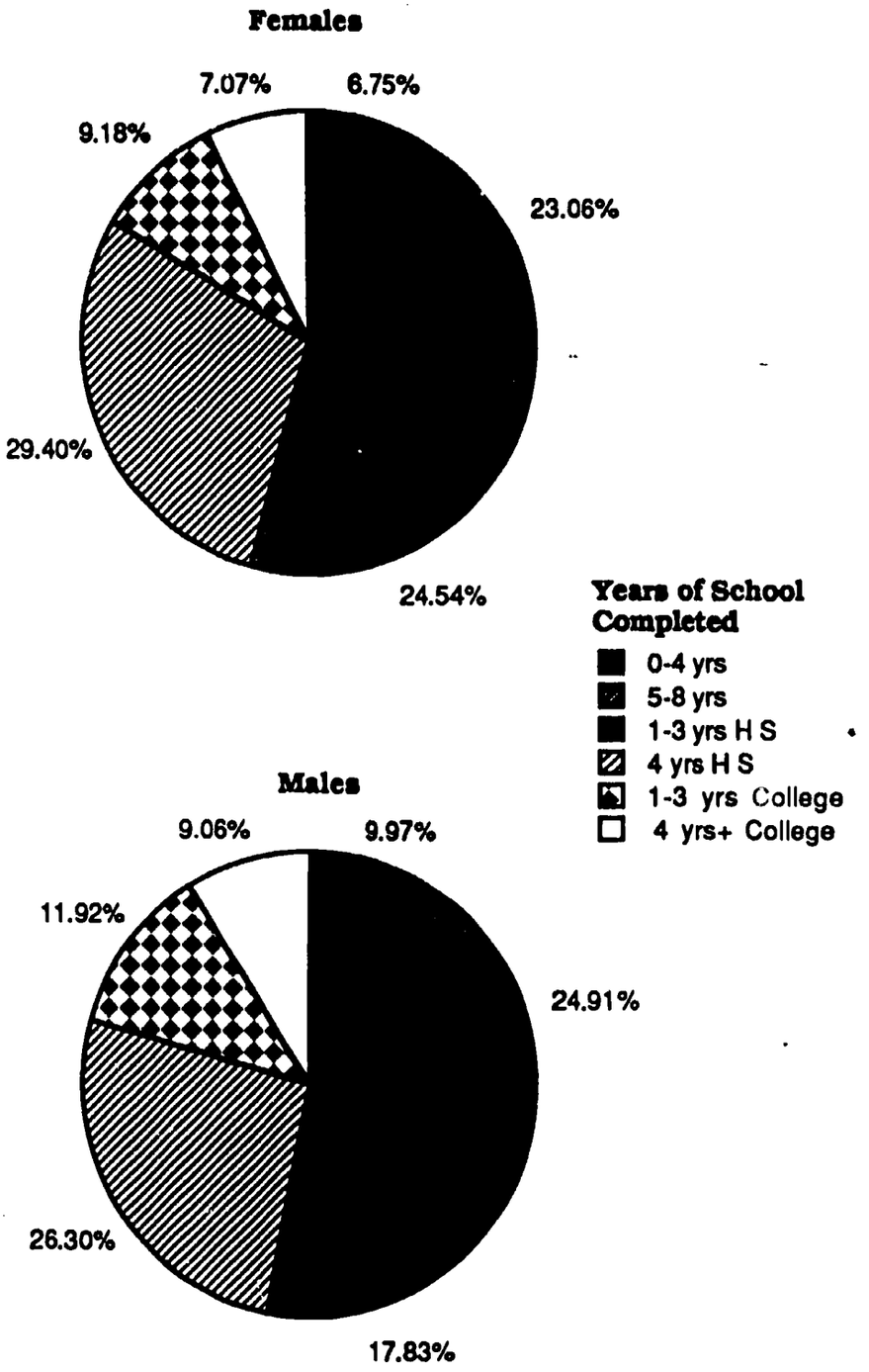


Figure A7.3 Percent Population 25 Years and Older by Years of School Completed and Sex, Scotland County: 1980.

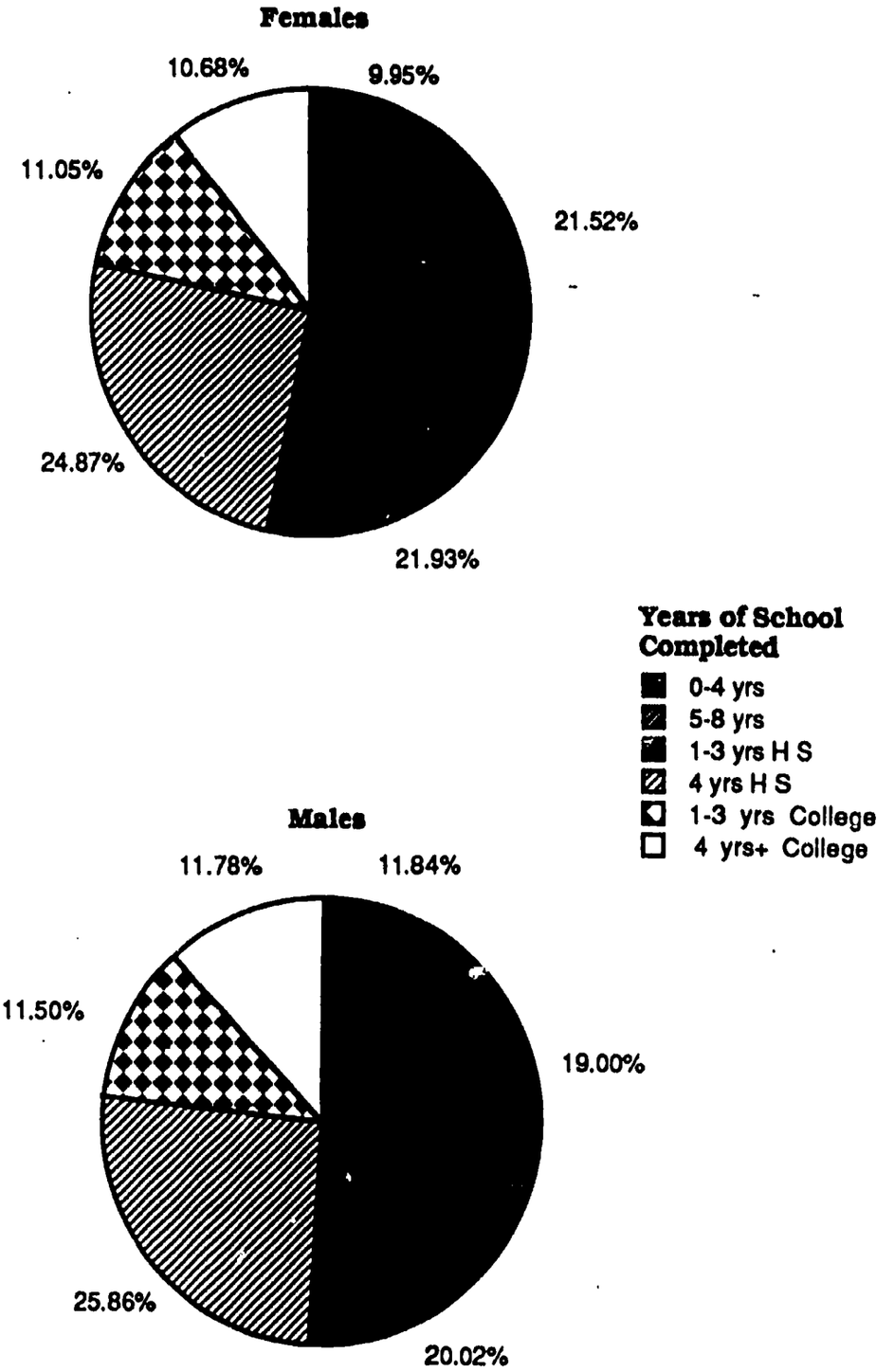


Figure A7.4 Percent Population 25 Years and Older by Years of School Completed and Sex, Richmond Community College Service Area: 1980.

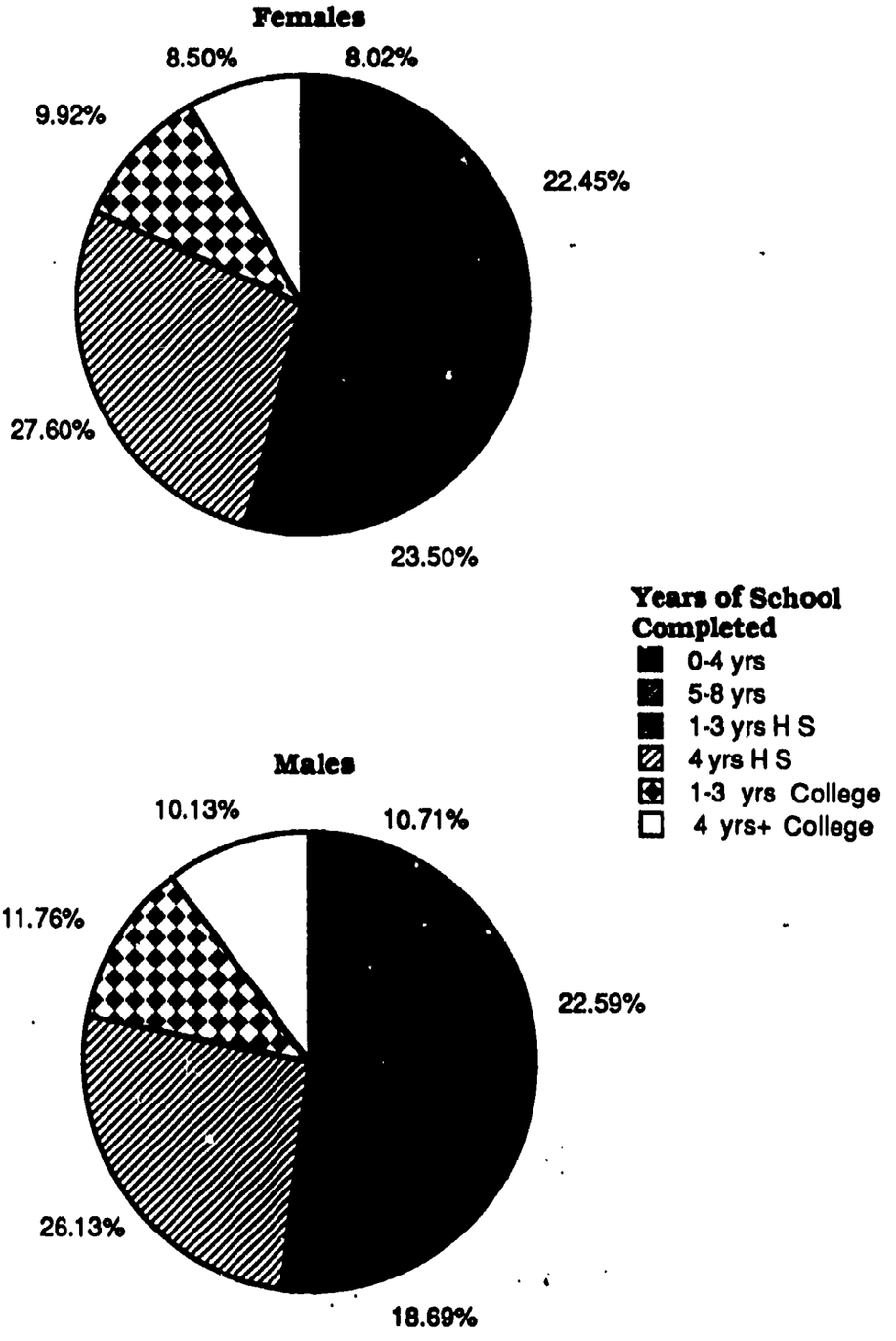
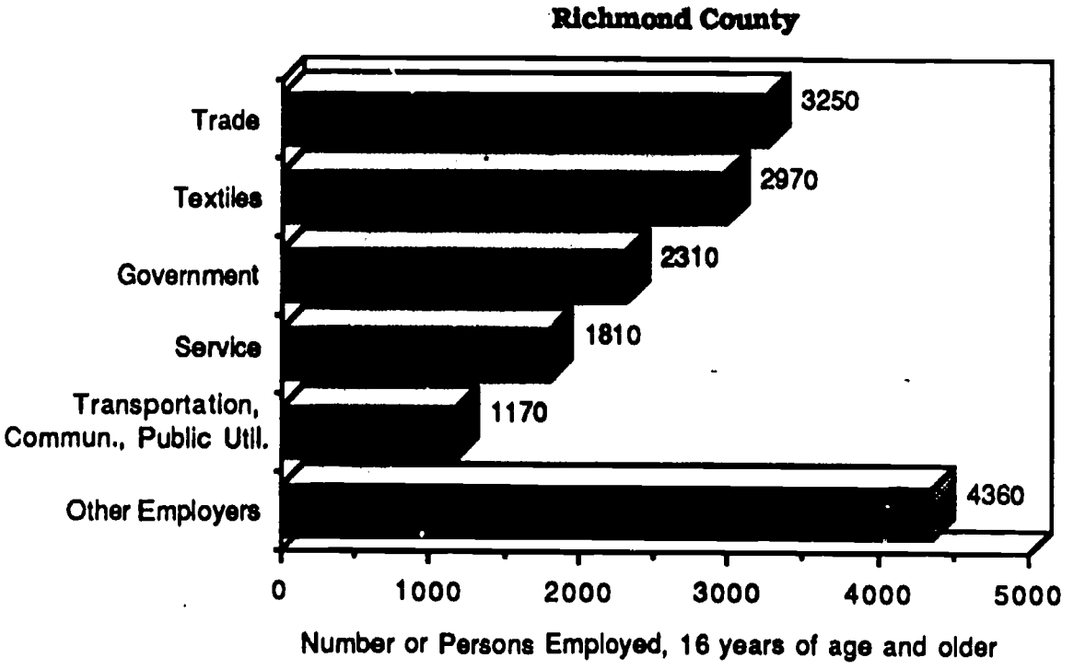
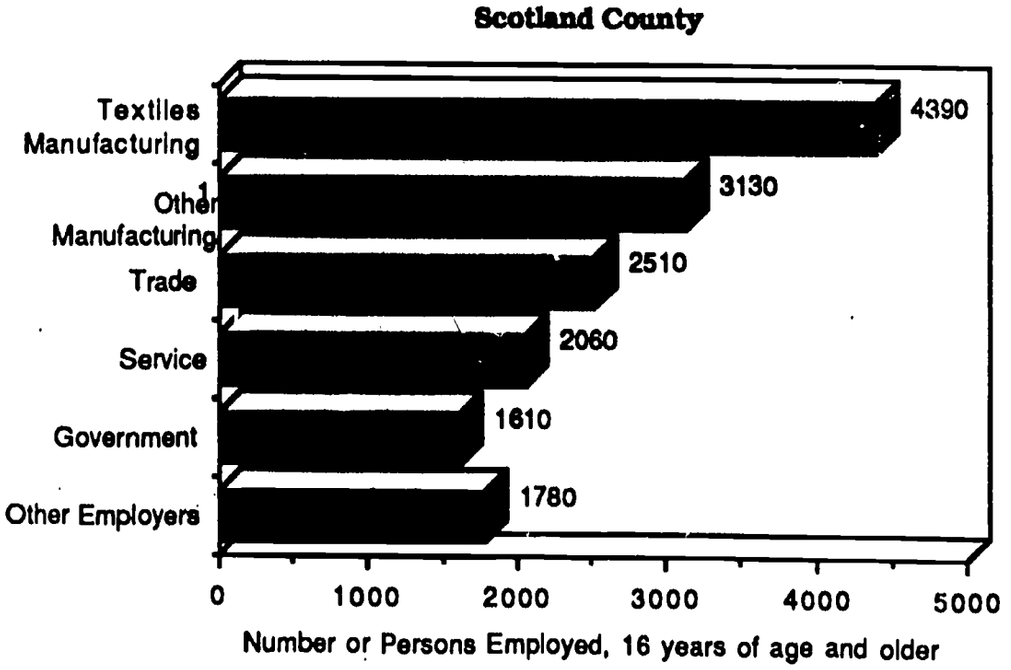


Figure A7.5 Five Largest Employers in Richmond and Scotland Counties: 1986.





[1]Includes food, apparel, furniture, chemicals, petroleum, rubber, stone, transportation equipment, miscellaneous manufacturing.

Appendix A8: Sampson Community College Service Area

Table A8.1 Selected Secondary Data for Sampson County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	49,687	--
	LT 16 yrs of age	12,874	25.9
	16-64 yrs of age	30,842	62.1
	GT 64 yrs of age	5,971	12.0
Projected population 1990	Total	50,704	--
	LT 16 yrs of age	11,606	22.9
	16-64 yrs of age	31,885	62.9
	GT 64 yrs of age	7,213	14.2
Projected population 2000	Total	51,028	--
	LT 16 yrs of age	10,675	20.9
	16-64 yrs of age	32,554	63.8
	GT 64 yrs of age	7,799	15.3
Projected population 1990	White	33,332	65.7
	Nonwhite	17,372	34.3
Per capita personal income	1980	$6,646	--
	1984	$8,769	--
Persons living below poverty level	1979	10,423	21.2
Persons living below poverty level	1983	12,452	24.3
Families living below poverty level	1979	2,339	17.5
1980 Civilian labor force		24,820	--
Employed civilians		22,700	--
Unemployed civilians/unemployment rate		2,120	8.5
1986 Civilian labor force		23,370	--
Employed civilians		21,170	--
Unemployed civilians/unemployment rate		2,200	9.4
High school enrollment	1981-1982	3,138	--
Dropouts/Dropout rate	1981-1982	188	6.0
High school enrollment	1986-1987	2,738	--
Dropouts/Dropout rate	1986-1987	180	6.6
Average expenditures per pupil (including food service)			
	1984-1985	$2,715	--
	1985-1986	$2,929	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,477	19.2
Population 16 yrs of age and older		17,300	47.0
Population incarcerated 1987		161	--
Capacity of licensed day-care centers 1987		661	--
Capacity of registered day-care homes 1987		83	--

Figure A8.1 Percent Population 25 Years and Older by Years of School Completed, Sampson County, North Carolina: 1980.

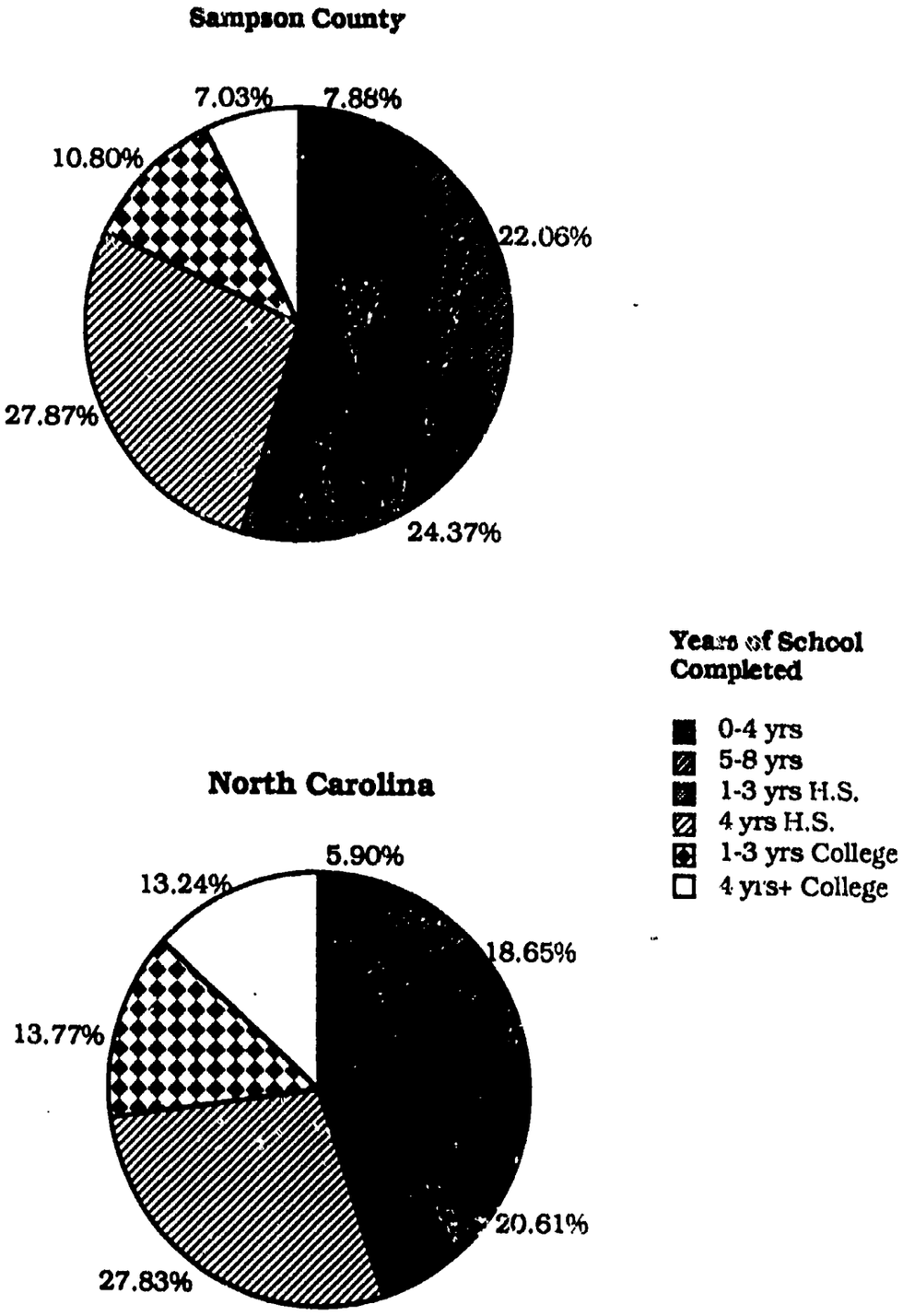


Figure A8.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Sampson County: 1980.

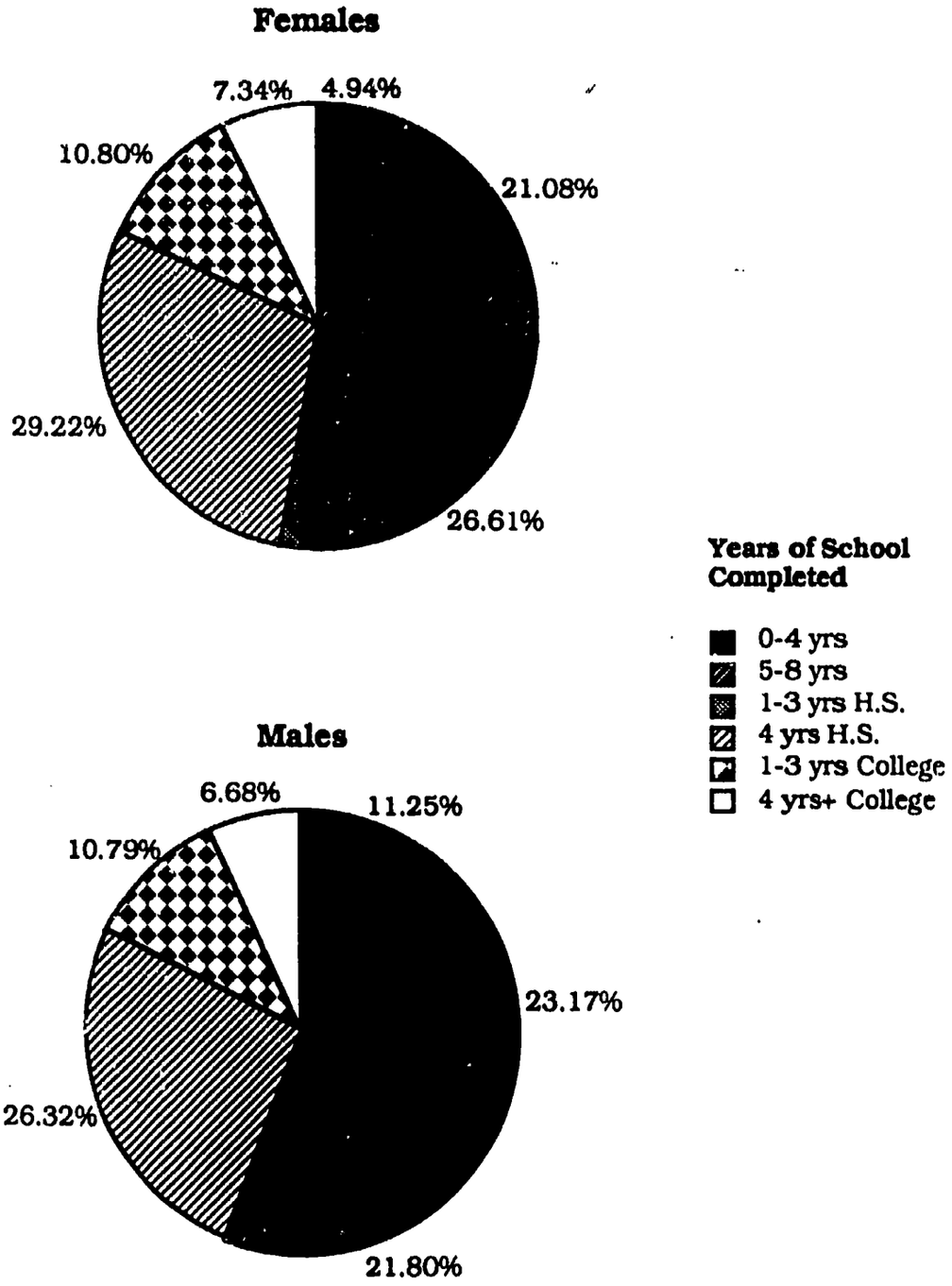
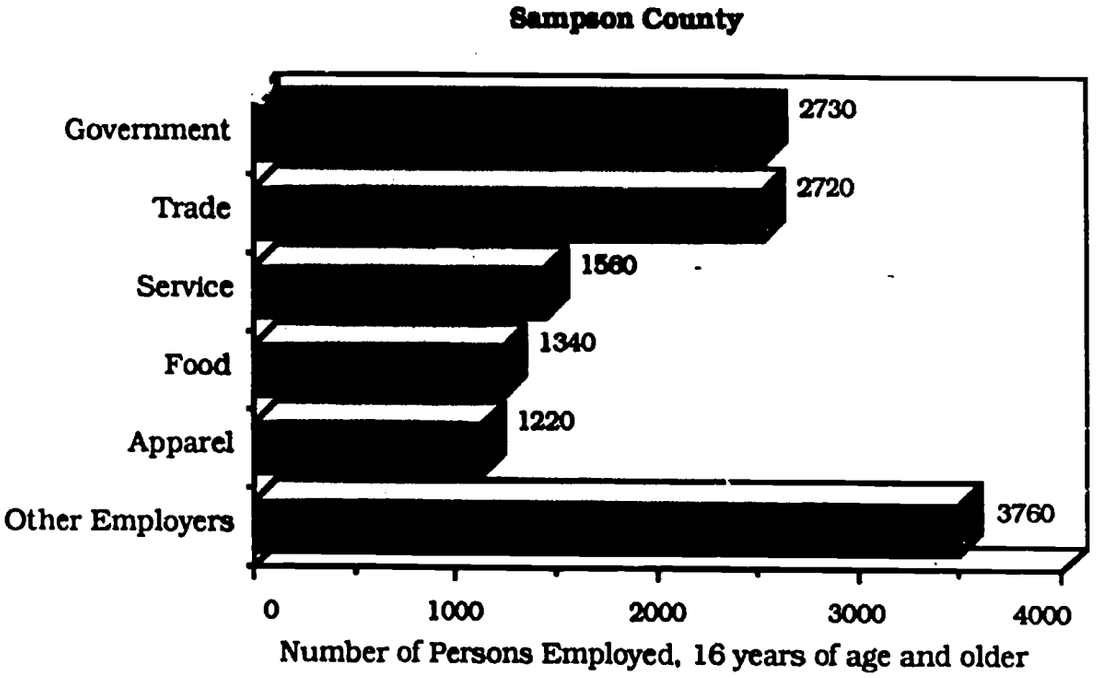


Figure A8.3 Five Largest Employers in Sampson County: 1986.



Appendix A9: Southeastern Community College Service Area

Table A9.1 Selected Secondary Data for Columbus County.

VARIABLE NAME		NUMBER	PERCENT
Population 1980	Total	51,037	--
	LT 16 yrs of age	13,615	26.7
	16-64 yrs of age	31,869	62.4
	GT 64 yrs of age	5,553	10.9
Projected population 1990	Total	53,046	--
	LT 16 yrs of age	12,311	23.2
	16-64 yrs of age	33,676	63.5
	GT 64 yrs of age	7,059	13.3
Projected population 2000	Total	54,356	--
	LT 16 yrs of age	11,738	21.6
	16-64 yrs of age	34,687	63.8
	GT 64 yrs of age	7,931	14.6
Projected population 1990	White	35,885	67.6
	Nonwhite	17,161	32.4
Per capita personal income	1980	$5,981	--
	1984	$7,941	--
Persons living below poverty level	1979	13,345	26.5
Persons living below poverty level	1983	16,696	31.7
Families living below poverty level	1979	2,984	21.6
1980 Civilian labor force		23,550	--
Employed civilians		21,530	--
Unemployed civilians/unemployment rate		2,020	8.6
1986 Civilian labor force		23,400	--
Employed civilians		21,440	--
Unemployed civilians/unemployment rate		1,960	8.4
High school enrollment	1981-1982	3,408	--
Dropouts/Dropout rate	1981-1982	246	7.2
High school enrollment	1986-1987	2,326	--
Dropouts/Dropout rate	1986-1987	164	7.1
Average expenditures per pupil (including food service)			
	1984-1985	$2,560	--
	1985-1986	$2,889	--
Completed LT high school education 1980			
Population 16-24 yrs of age		1,715	21.5
Population 16 yrs of age and older		18,159	48.5
Population incarcerated 1987		110	--
Capacity of licensed day-care centers 1987		707	--
Capacity of registered day-care homes 1987		113	--

Figure A9.1 Percent Population 25 Years and Older by Years of School Completed, Columbus County, North Carolina: 1980.

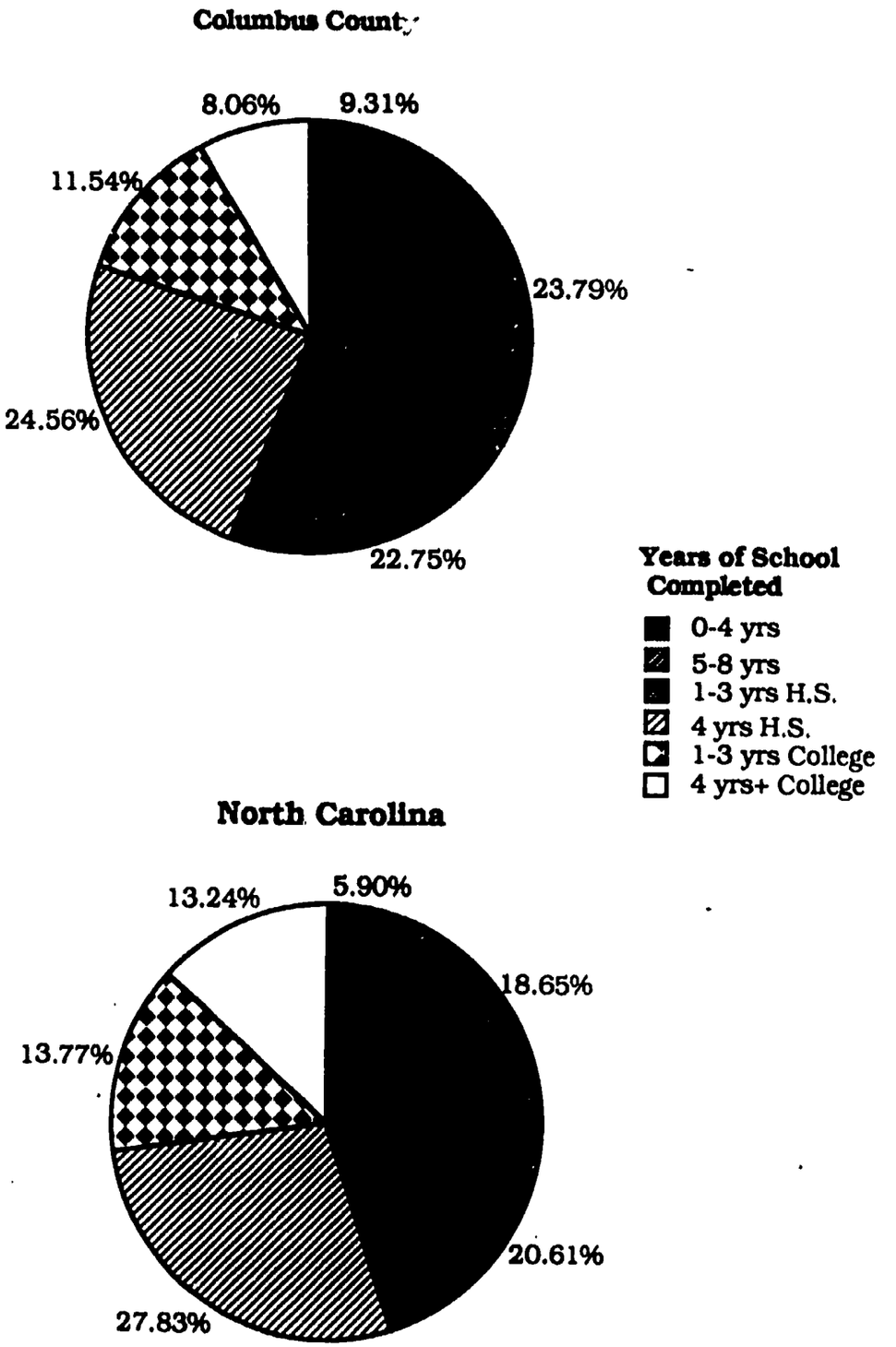


Figure A9.2 Percent Population 25 Years and Older by Years of School Completed and Sex, Columbus County: 1980.

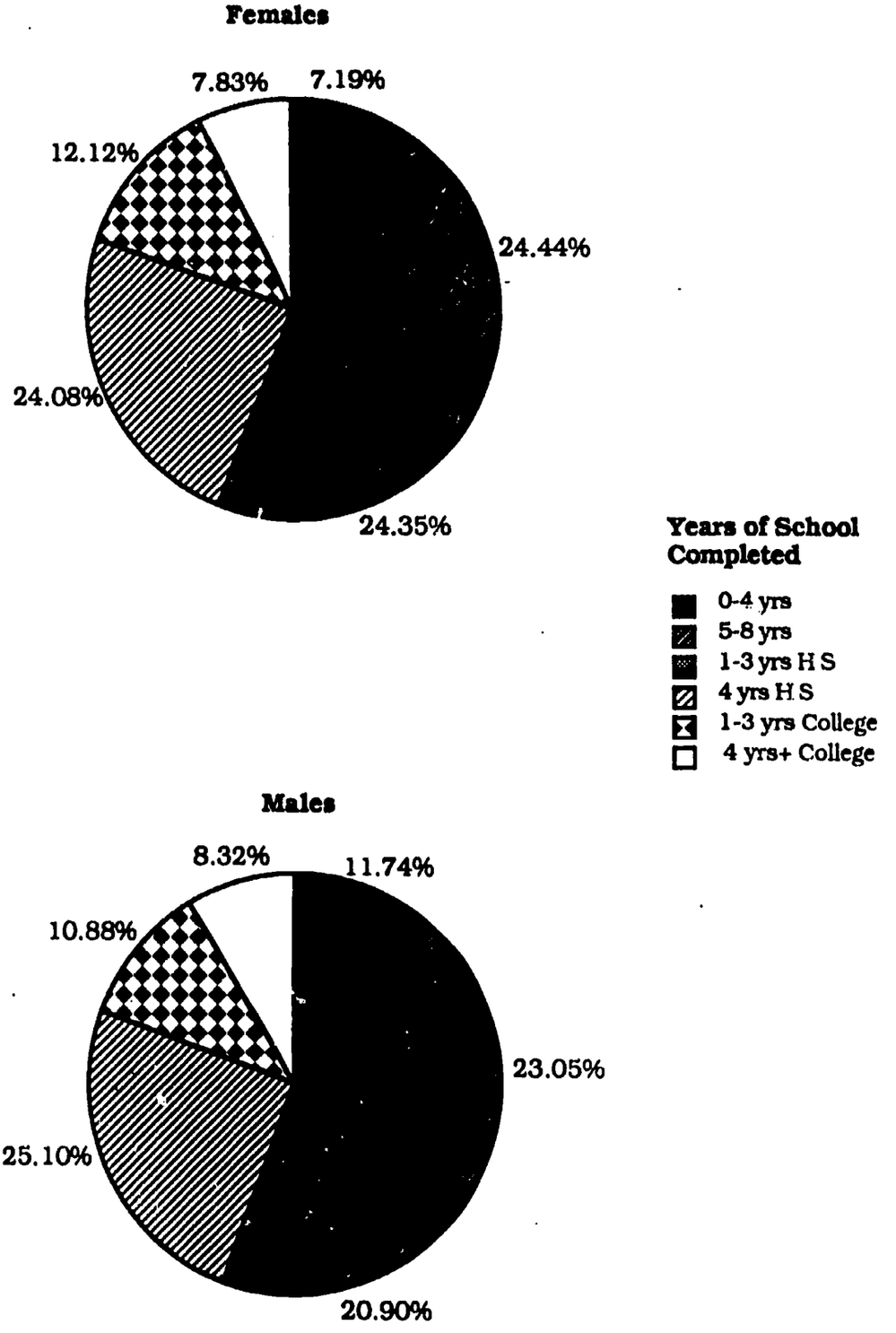
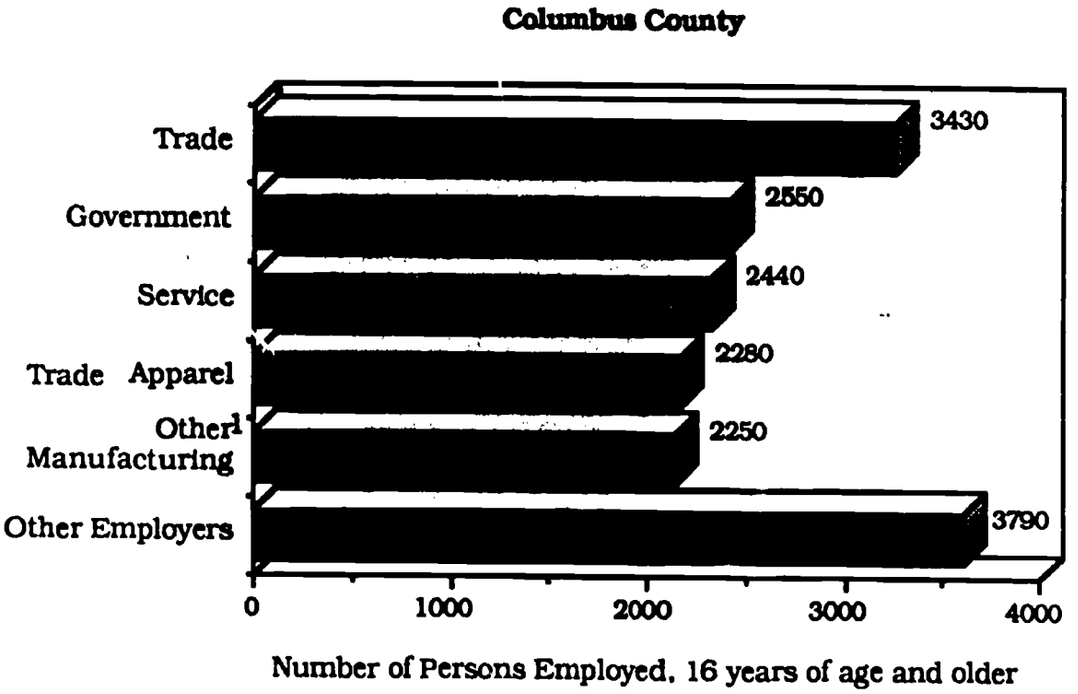


Figure A9.3 Five Largest Employers in Columbus County: 1986.



[1]Includes tobacco, textiles, furniture, paper, primary metals, elec. machinery, trans. equipment

Appendix A10: Service Areas for N. C. Community Colleges

A10: SERVICE AREAS FOR N.C. COMMUNITY COLLEGES

Name of Community College	Service Area
Alamance Community College	Alamance County
Anson Community College	Anson County, one-half of Union County
Asheville-Buncombe Technical Community College	Buncombe and Madison Counties
Beaufort County Community College	Beaufort, Hyde and Tyrrell Counties
Bladen Community College	Bladen County
Blue Ridge Community College	Henderson and Transylvania Counties
Brunswick Community College	Brunswick County
Caldwell Community College and Technical Institute	Watauga and Caldwell Counties
Cape Fear Community College	New Hanover and Pender Counties
Carteret Community College	Carteret County
Catawba Valley Community College	Alexander and Catawba Counties
Central Carolina Community College	Chatham, Harnett, and Lee Counties
Central Piedmont Community College	Mecklenburg County
Cleveland Community College	Cleveland County
Coastal Carolina Community College	Onslow County
College of the Albemarle	Camden, Chowan, Currituck, Dare, Gates, Perquimans, and Pasquotank Counties
Craven Community College	Craven County
Davidson County Community College	Davidson and Davie Counties
Durham Technical Community College	Durham and Orange Counties
Edgecombe Community College	Edgecombe County

Fayetteville Technical Community College	Cumberland County
Forsyth Technical Community College	Forsyth and Stokes Counties
Gaston College	Gaston and Lincoln Counties
Guilford Technical Community College	Guilford County
Halifax Community College	Halifax, one-half Warren and Northampton Counties
Haywood Community College	Haywood County
Isothermal Community College	Polk and Rutherford Counties
James Sprunt Community College	Duplin County
Johnston Community College	Johnson County
Lenior Community College	Greene, Lenoir, and Jones Counties
Martin Community College	Martin, one-half Bertie and Washington Counties
Mayland Community College	Mitchell, Avery, and Yancy Counties
McDowell Technical Community College	McDowell County
Mitchell Community College	Iredell County
Montgomery Community College	Montgomery County
Nash Community College	Nash County
Pamlico Community College	Pamlico County
Piedmont Community College	Caswell and Person Counties
Pitt Community College	Pitt County
Randolph Community College	Randolph County
Richmond Community College	Richmond and Scotland Counties
Roanoke-Chowan Community College	Hertford, one-half Bertie and Northampton Counties
Robeson Community College	Robeson County

Rockingham Community College	Rockingham County
Rowan-Cabarrus Community College	Cabarrus and Rowan Counties
Sampson Community College	Sampson County
Sandhills Community College	Hoke and Moore Counties
Southeastern Community College	Columbus County
Southwestern Community College	Jackson, Macon, and Swain Counties
Stanly Community College	Stanly and one-half Union County
Surry Community College	Surry and Yadkin Counties
Tri-County Community College	Cherokee, Clay, and Graham Counties
Vance-Granville Community College	Vance, Franklin, Granville, and one-half Warren County
Wake Technical Community College	Wake County
Wayne Community College	Wayne County
Western Piedmont Community College	Burke County
Wilkes Community College	Alleghany, Ashe, and Wilkes Counties
Wilson County Technical College	Wilson County

APPENDIX B: LITERACY PLANS FOR NORTH CAROLINA COMMUNITY COLLEGES

APPENDIX B: LITERACY PLANS FOR NORTH CAROLINA COMMUNITY COLLEGES

Each institution has submitted a literacy plan to the Department of Community Colleges which addresses recruitment, assessment, retention, and evaluation of student progress. The following discussion provides a summary of the current status of efforts at each institution to increase and retain a significant percentage of its targeted population in the literacy program. The targeted population is determined for each college by its service area. A service area consists of counties and townships specifically assigned for the purpose of providing education and training. These assignments were approved by the State Board of Community Colleges effective July 1, 1985. The targeted population is determined for each college by its service area. Data for this report came from the institutional literacy plans submitted Fall 87, the 1980 U.S. Census, and the Management Information System of the Department of Community Colleges (1986-87 Institutional Enrollment Report).

ALAMANCE COMMUNITY COLLEGE

Target Population	30,938
Number of Persons Served by Literacy Programs	2,022
Percentage of Population Served	6.54%
Projected Average Percentage Increase in Enrollment	24%

Alamance has hired five part-time recruiters. A wide range of achievement tests are administered to assess student needs and levels of performance. Setting realistic student goals, identifying barriers such as transportation, child care, and financial needs and assisting the students in overcoming those barriers have aided in retention. Student progress is measured by pre- and post-testing.

Service Area: Alamance

ANSON COMMUNITY COLLEGE

Target Population	19,180
Number of Persons Served by Literacy Programs	909
Percentage of Population Served	4.74%
Projected Average Percentage Increase in Enrollment	4%

Anson has hired a part-time Assessment/Retention Specialist and a part-time recruiter for ABE. Standardized tests are used to assess student levels of performance. Individual profile data is established one on one and long- and short-range goals are set to ensure retention. Pre- and post tests are used to evaluate student progress.

Service Area: Anson, 1/2 of Union County

ASHEVILLE-BUNCOMBE TECHNICAL COLLEGE

Target Population	52,470
Number of Persons Served by Literacy Programs	2,574
Percentage of Population Served	4.91%
Projected Average Percentage Increase in Enrollment	20%

No Assessment/Retention Specialist has been hired at Asheville; however, two part-time recruiters have been employed. Student needs and levels of performance are assessed by standardized tests, and students are placed into one of seven levels of English and Math. Instructors provide frequent feedback on progress to students which has aided in retention. Student progress is evaluated by reviewing goals and periodic testing.

Service Area: Buncombe, Madison

BEAUFORT COUNTY COMMUNITY COLLEGE

Target Population	16,871
Number of Persons Served by Literacy Programs	587
Percentage of Population Served	3.48%
Projected Average Percentage Increase in Enrollment	54%

A part-time Assessment/Retention Specialist has been hired at Beaufort. In addition, one full-time and two part-time recruiters have been employed. With a greater emphasis on recruitment, Beaufort is projecting a 54% increase in student enrollment. Assessment includes a review of previous academic records, needs evaluation and the administration of standardized tests. Proper placement, counseling and immediate follow-up on absentees are several methods used to ensure retention. Evaluation of student progress includes progress notes, pre-and post tests, individual program plans and quarterly goal plans.

Service Area: Beaufort, Hyde, Tyrrell

BLADEN COMMUNITY COLLEGE

Target Population	10,920
Number of Persons Served by Literacy Programs	301
Percentage of Population Served	2.76%
Projected Average Percentage Increase in Enrollment	50%

Bladen has hired a part-time Assessment/Retention Specialist. Two part-time recruiters have been employed to implement a projected 50% increase in student enrollment. Student assessment utilizes standardized tests. Flexible class schedules in strategic locations is one of the methods used for retention. Students will be evaluated using standardized and informal instruments, instructor counseling and instructor observation.

Service Area: Bladen

BLUE RIDGE COMMUNITY COLLEGE

Target Population	22,689
Number of Persons Served by Literacy Programs	973
Percentage of Population Served	4.29%
Projected Average Percentage Increase in Enrollment	50%

The position of Assessment/Retention Specialist is a full-time one at Blue Ridge Community College. The college has also acquired the services of two Part-time recruiters. Accepted recruitment practices such as direct mail, radio, contacting service agencies and one-on-one contacts will be utilized to accomplish the 50% projected increase in student enrollment. The college has a fully staffed/equipped assessment center which will be available for students in literacy training. Furthermore, the college operates a child care center at night and believes that instructors who show concern for students enhance retention. Student progress will be determined by instructor observation and evaluation, and periodically through tests administration.

Service Area: Henderson, Transylvania

BRUNSWICK COMMUNITY COLLEGE

Target Population	11,315
Number of Persons Served by Literacy Programs	590
Percentage of Population Served	5.21%
Projected Average Percentage Increase in Enrollment	12%

The college will utilize the services of a part-time Assessment/ Retention Specialist and a part-time Literacy Skills Recruiter to increase student enrollment. The Assessment/Retention Specialist will develop and implement full student profiles as well as assist in developing a system for collecting, analyzing and disseminating data relative to retention. The student progress evaluation system will include pre-testing, a series of intermediate surveys, reviews, inventories and personal interviews.

Service Area: Brunswick

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Target Population	32,865
Number of Persons Served by Literacy Programs	2,206
Percentage of Population Served	6.71%
Projected Average Percentage Increase in Enrollment	13%

Caldwell is unique because it has designated three part-time persons as Assessment/Retention Specialists. The plan indicates that the college has also employed three part-time recruiters who serve in more than one area. For recruitment purposes, Caldwell uses most of the proven methods and procedures. It utilizes standardized tests for assessment. The Assessment/Retention Specialists will help identify and assist instructors and students in finding possible solutions to problems which affect retention. In the area of evaluation, literacy students are periodically tested or retested.

Successful completion of materials studied will also be bench marks of student progress, and checklists of competencies mastered will be completed.

Service Area: Watauga, Caldwell

CAPE FEAR COMMUNITY COLLEGE

Target	31,839
Number of Persons Served by Literacy Programs	947
Percentage of Population Served	2.97%
Projected Average Percentage Increase in Enrollment	53%

At Cape Fear, students are heavily recruited by two part-time persons through the local media, and fliers are sent to every home in each housing project. Standardized test scores are used to assess student needs and levels of performance. Ensuring proper placement, the use of small goals to reach larger goals, involvement of the student in his instructional plan, and providing means for monitoring and evaluating classes and student performance are strategies used for retention. Various tests, both instructor-made and standardized, are used to evaluate student progress.

Service Area: New Hanover, Pender

CARTERET COMMUNITY COLLEGE

Target Population	12,073
Number of Persons Served by Literacy Programs	445
Percentage of Population Served	3.69%
Projected Average Percentage Increase in Enrollment	29%

Recruitment by several part-time persons will consist of establishing and maintaining good community rapport with industry, schools, governmental agencies, local tax-supported agencies, ministers, other officials and civic groups/organizations. In assessing student needs and levels of performance, standardized tests are used. To ensure that students remain in the literacy program, they are counseled on their progress and the availability of resources and support. Student progress will be evaluated through pre- and post-testing.

Service Area: Carteret

CATAWBA VALLEY COMMUNITY COLLEGE

Target Population	43,280
Number of Persons Served by Literacy Programs	1,837
Percentage of Population Served	4.24%
Projected Average Percentage Increase in Enrollment	32%

Each of the four part-time and one full-time recruiter is assigned a specific geographical area. These recruiters develop and distribute recruitment information relative to the program in their service area. At the time of enrollment, standardized tests are used for assessment. At Catawba,

instructors play a major role in the retention process. To evaluate student progress, instructors will document weekly student progress and classes will be visited regularly by the literacy staff to conduct individual interviews.

Service Area: Alexander, Catawba

CENTRAL CAROLINA COMMUNITY COLLEGE

Target Population	41,228
Number of Persons Served by Literacy Programs	3,925
Percentage of Population Served	9.52%
Projected Average Percentage Increase in Enrollment	50%

Central Carolina Community College plans to utilize both full- and part-time recruiters in addition to a publicity and public awareness campaign. Tests, instructor-made and standardized, are used for assessment. Efforts are made to assist students in completing long- and short-range goals and objectives as a means of retention. Student progress is measured on a regular basis using instructor evaluations, instructor-made tests and standardized tests.

Service Area: Chatham, Harnett, Lee

CENTRAL PIEDMONT COMMUNITY COLLEGE

Target Population	84,042
Number of Persons Served by Literacy Programs	5,699
Percentage of Population Served	6.78%
Projected Average Percentage Increase in Enrollment	18%

Central Piedmont plans to develop and implement a comprehensive and coordinated recruitment plan which includes expansion of the currently operating Dropout Intervention Services. A full-time Assessment/Retention Specialist and two part-time recruiters have been hired. Assessment of student progress is achieved through the use of standardized tests. Retention strategies include reinforcing the value of goal setting, reporting by instructors of absentees, and awards and recognition for program achievers. Evaluation of student progress is accomplished by pre- and post-testing.

Service Area: Mecklenburg

CLEVELAND COMMUNITY COLLEGE

Target Population	28,741
Number of Persons Served by Literacy Programs	1,466
Percentage of Population Served	5.10%
Projected Average Percentage Increase in Enrollment	41%

Cleveland has employed two part-time Assessment/Retention Specialists; however, it is seeking funds for one full- and one part-time position. Furthermore, the college has hired two part-time recruiters for literacy. Their recruitment methods follow proven recruitment techniques. After standardized tests are administered for assessment, transcripts, test

results, and progress notes will be maintained in student files to ensure adequate assessment and placement. The instructors and Assessment/Retention Specialist pay a most important role in retention by supplying the ingredients needed to develop a secure, rewarding learning atmosphere. Cleveland Community College submitted a comprehensive program for retention, including activities for instructors, instructional design, and special activities. Student progress is measured through the successful completion of lessons based upon achievement of behavioral objectives and performance of measurable goals and tasks.

Service Area: Cleveland

COASTAL CAROLINA COMMUNITY COLLEGE

Target Population	22,445
Number of Persons Served by Literacy Programs	2,641
Percentage of Population Served	11.77%
Projected Average Percentage Increase in Enrollment	0%

To implement the recruitment of students, Coastal's four part-time recruiters will attempt to contact individuals throughout their service area. A decrease in student enrollment is expected in the ABE/GED Programs this year due to a more flexible schedule initiated in Spring Quarter 1987. This schedule cut membership hours, and the 50% reporting will also cause a decrease in student enrollment. All literacy students will be tested for assessment and placement. Records will be maintained on each student with information regarding retention efforts. Student progress will be evaluated by individual classroom instructors who will administer placement tests and maintain records regarding competencies.

Service Area: Onslow

COLLEGE OF THE ALBEMARLE

Target Population	29,358
Number of Persons Served by Literacy Programs	973
Percentage of Population Served	3.31%
Projected Average Percentage Increase in Enrollment	1%

College of the Albemarle has hired two part-time recruiters for literacy. Methods such as brochures, newspaper/ads, radio announcements, and cooperative agreements with community agencies will be used for recruitment of students. Levels of performance are measured by student performance on mastery-level and post-test standardized materials. One of the strategies used for retention is the monitoring of attendance records and progress reports periodically by instructors and the program director. Student progress is evaluated through formal and informal testing.

Service Area: Camden, Chowan, Currituck, Dare, Gates, Perquimans, Pasquotank

CRAVEN COMMUNITY COLLEGE

Target Population	17,419
Number of Persons Served by Literacy Programs	1,315
Percentage of Population Served	7.55%
Projected Average Percentage Increase in Enrollment	25%

Craven's plan to recruit students will involve use of public media, staff personnel, students, word of mouth, referrals, and assistance from community agencies. No recruiters have been hired specifically for the literary programs. Student needs are assessed by the literacy program coordinator and instructional staff through individual conferences, counseling and testing. A strong retention strategy used at Craven is to let students play an active part in their own learning experience and get their input for recommendations for the program. Student progress is evaluated by pre- and post-testing, standardized and instructor-made.

Service Area: Craven

DAVIDSON COUNTY COMMUNITY COLLEGE

Target Population	48,257
Number of Persons Served by Literacy Programs	2,044
Percentage of Population Served	4.24%
Projected Average Percentage Increase in Enrollment	3%

Recruitment efforts conducted by three part-time persons will be intensified in specific communities identified as areas of low formal education. An interview/counseling session and pre-enrollment testing will be used during the assessment process. Keeping the students informed of their progress is one strategy used to increase retention. Student progress and performance levels will be determined through standardized testing, instructor-developed testing, instructor observation and instructor-student conferences.

Service Area: Davidson, Davie

DURHAM TECHNICAL COMMUNITY COLLEGE

Target Population	46,475
Number of Persons Served by Literacy Programs	1,678
Percentage of Population Served	3.61%
Projected Average Percentage Increase in Enrollment	43%

One full-time and one part-time recruiter have been hired for the literacy program. The recruitment methods follow proven marketing techniques. Assessment methods are testing and placement, classroom attendance, instructor evaluation and post-testing. To ensure retention, follow-up will be done by the program aids and retention specialist. Students will be evaluated through pre- and post-testing.

Service Area: Durham, Orange

EDGECOMBE COMMUNITY COLLEGE

Target Population	19,573
Number of Persons Served by Literacy Programs	1,035
Percentage of Population Served	5.29%
Projected Average Percentage Increase in Enrollment	83%

Edgecombe has employed one half-time recruiter and plans to employ another at three-fourths time who will conduct recruitment drives to increase enrollment. Students will participate in in-take interviews and standardized testing for assessment. The Assessment/Retention Specialist will coordinate the collection, analyses and dissemination of literacy data on attrition and retention. Standardized and instructor-made tests are used for evaluation.

Service Area: Edgecombe

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Target Population	46,002
Number of Persons Served by Literacy Programs	5,774
Percentage of Population Served	12.55%
Projected Average Percentage Increase in Enrollment	3%

Three full-time and one part-time recruiter have been employed to work with community agencies to recruit students. No Assessment/ Retention Specialist has yet been hired at Fayetteville Technical Community College. Assessment is accomplished through standardized tests. Retention efforts include counseling and needs assessment. Student progress will be evaluated by student-instructor evaluation, formal and informal, and standardized tests.

Service Area: Cumberland

FORSYTH TECHNICAL COMMUNITY COLLEGE

Target Population	71,844
Number of Persons Served by Literacy Programs	2,216
Percentage of Population Served	3.08%
Projected Average Percentage Increase in Enrollment	19%

In addition to the full-time Assessment/Retention Specialist, four part-time recruiters have been hired to recruit for all literacy programs. Coordinators, specialists and recruiters will work along with the local Literacy Task Force. Standardized tests will be used to assess student needs and levels of performance. Pre-entry interview/assessment will ensure that the expectations and goals of prospective students match program capabilities. The peer support/buddy system approach will be used to develop better interpersonal relationships with students. Standardized tests will be used to evaluate student progress.

Service Area: Forsyth, Stokes

GASTON COLLEGE

Target Population	74,809
Number of Persons Served by Literacy Programs	2,068
Percentage of Population Served	2.76%
Projected Average Percentage Increase in Enrollment	0%

No Assessment/Retention Specialist or recruiters have been employed at Gaston. The college is not anticipating an increase in student enrollment due to budget cuts and cutbacks in staff. The program will rely mainly on referrals to recruit students. Assessment is conducted through standardized testing. Convenient scheduling of classes and labs, placement in proper materials and frequent conferences with instructor are some of the strategies used for retention. Accomplishment of personal goals and standardized tests will be used to evaluate student progress.

Service Area: Gaston, Lincoln

GUILFORD TECHNICAL COMMUNITY COLLEGE

Target Population	76,920
Number of Persons Served by Literacy Programs	4,771
Percentage of Population Served	6.20%
Projected Average Percentage Increase in Enrollment	5%

Literacy recruiters will expand their relationships with community leaders and service organizations, and there will be a program-wide emphasis on expanding into business and industry. All students entering the literacy program will be assessed through standardized testing. Instructors will be the primary resource in the effort to retain students. Competencies for all levels of instruction will be determined and assessed on an ongoing basis.

Service Area: Guilford

HALIFAX COMMUNITY COLLEGE

Target Population	28,460
Number of Persons Served by Literacy Programs	969
Percentage of Population Served	3.41%
Projected Average Percentage Increase in Enrollment	5%

At Halifax, volunteers will be utilized as recruiters. Most of the proven methods of recruitment will be utilized. Measurements of student progress will include testing, standardized and instructor-made; interviews, instructor observations and one-on-one conferences. Positive reinforcement, counseling, goal setting and pacing are tools used to ensure retention. Program evaluation will include formal and informal processes designed to determine the effectiveness of activities and objectives.

Service Area: Halifax, 1/2 Warren, 1/2 Northampton

HAYWOOD COMMUNITY COLLEGE

Target Population	15,609
Number of Persons Served by Literacy Programs	494
Percentage of Population Served	3.17%
Projected Average Percentage Increase in Enrollment	100%

Recruitment of students will be implemented through referrals and advertisement. No recruiters have been hired. The Wide Range Aptitude Test and the Adult Basic Learning Examination will be used for assessment. Retention strategies include one-on-one instructions, praise, and constant reassurance. Student progress will be evaluated through testing and work completed.

Service Area: Haywood

ISOTHERMAL COMMUNITY COLLEGE

Target Population	24,140
Number of Persons Served by Literacy Programs	1,064
Percentage of Population Served	4.41%
Projected Average Percentage Increase in Enrollment	11%

One full-time and three part-time recruiters will recruit students through publicity and personal contacts. Student needs and levels of performance will be assessed through standardized testing. Students will be encouraged to remain in the program until they meet their objectives. Students' progress will be evaluated on an ongoing basis, both formally and informally.

Service Area: Polk, Rutherford

JAMES SPRUNT COMMUNITY COLLEGE

Target Population	14,919
Number of Persons Served by Literacy Programs	523
Percentage of Population Served	3.51%
Projected Average Percentage Increase in Enrollment	20%

Media coverage, newspaper coverage on class meetings and student accomplishments are part of the recruitment campaign at James Sprunt. Two part-time recruiters have been hired. Students are assessed through testing, individual conferences and observation of performances. Preventive counseling is utilized to increase retention. Instructor contact, attendance, participation, counseling, instructor observation, unit test, and completion of assigned materials are all used to evaluate student progress.

Service Area: Duplin

JOHNSTON COMMUNITY COLLEGE

Target Population	24,574
Number of Persons Served by Literacy Programs	2,376

Percentage of Population Served	9.67%
Projected Average Percentage Increase in Enrollment	25%

The Assessment/Retention Specialist (who has not been hired), one full-time and one part-time recruiter will implement the recruitment process. Various diagnostic tests will be used to determine placement and levels of performance. Some of the strategies to ensure student retention will be open communication, providing emotional support and sensitivity, and use of stimulating instructional methods. Testing, instructor evaluation and counseling will be used to evaluate student progress.

Service Area: Johnston

LENOIR COMMUNITY COLLEGE

Target Population	28,185
Number of Persons Served by Literacy Programs	2,330
Percentage of Population Served	8.27%
Projected Average Percentage Increase in Enrollment	8%

The Assessment/Retention Specialist and 13 part-time recruiters will implement recruitment procedures. Interviews, counseling sessions and standardized tests will be used for assessment. For retention purposes, Compensatory Education utilizes individualized objective plans, in sequential instructional order, with monthly progress graphs and quarterly progress narratives. Goal setting documentation and unit test mastery will be used to evaluate student progress.

Service Area: Greene, Lenoir, Jones

MARTIN COMMUNITY COLLEGE

Target Population	17,916
Number of Persons Served by Literacy Programs	1,255
Percentage of Population Served	7.01%
Projected Average Percentage Increase in Enrollment	9%

With one full-time and two part-time recruiters, recruitment and marketing efforts reveal to the target population that instruction is available to improve literacy skills. Goal setting interviews and standardized tests will be used to assess students. Positive reinforcement, recognition of progress and encouragement will be used to help students stay in school. Student performance is measured and evaluated according to: 1) pre-test scores, 2) informal daily progress checks, and 3) post-test scores.

Service Area: Martin, 1/2 Bertie, Washington

MAYLAND COMMUNITY COLLEGE

Target Population	16,178
Number of Persons Served by Literacy Programs	822
Percentage of Population Served	5.08%
Projected Average Percentage Increase in Enrollment	16%

With the services of a full-time recruiter, Mayland will follow most of the proven recruitment strategies. Student needs and levels of performance will be assessed by instructor observation, the use of standardized tests, and instructor-made inventories. For retention, the program will provide proper placement, sensitive instructors, and utilize effective instructional methods. Mastery tests and instructor observation will be used for evaluation.

Service Area: Mitchell, Avery, Yancey

McDOWELL TECHNICAL COMMUNITY COLLEGE

Target Population	12,892
Number of Persons Served by Literacy Programs	422
Percentage of Population Served	3.27%
Projected Average Percentage Increase in Enrollment	1%

A full-time Assessment/Retention Specialist and a full-time recruiter will work in McDowell County to accomplish their objectives. The WRAT will be used to assess student needs and the Cambridge Pre- and Post-GED tests will be administered to measure progress. Quality instruction and a world of tender, loving care are two of the ingredients of the retention plan. Evaluation will consist of pre- and post-testing.

Service Area: McDowell

MITCHELL COMMUNITY COLLEGE

Target Population	27,732
Number of Persons Served by Literacy Programs	1,021
Percentage of Population Served	3.68%
Projected Average Percentage Increase in Enrollment	6%

Recruiters will be assigned specific recruitment areas of responsibility. Student levels of performance are assessed by placement inventories and counseling sessions. Adult-oriented materials, various instructional techniques and student progress records will be used to increase retention. Student progress will be evaluated continually based on instructor observation as well as pre- and post tests throughout the curriculum in each subject area.

Service Area: Iredell

MONTGOMERY COMMUNITY COLLEGE

Target Population	8,569
Number of Persons Served by Literacy Programs	255
Percentage of Population Served	2.98%
Projected Average Percentage Increase in Enrollment	5%

Students will be recruited using various types of media, door-to-door canvassing and referral from other service agencies. Assessment will be by standardized and/or instructor-made tests scores. Progress will be ensured through the involvement of students in challenging, yet success-oriented

activities and promptly contacting absentees. Student progress will be evaluated via unit and/or chapter tests and standardized tests when appropriate.

Service Area: Montgomery

NASH COMMUNITY COLLEGE

Target Population	22,049
Number of Persons Served by Literacy Programs	1,369
Percentage of Population Served	6.21%
Projected Average Percentage Increase in Enrollment	10%

No Assessment/Retention Specialist or recruiters have been hired to date at Nash Community College. When hired, they will implement the proven recruitment procedures. Standardized test scores will be used for assessment. For retention, initial interviews will be conducted to assess needs and set goals. Instructor-made and standardized tests will be used for evaluation of student progress.

Service Area: Nash

PAMLICO COMMUNITY COLLEGE

Target Population	3,595
Number of Persons Served by Literacy Programs	237
Percentage of Population Served	6.59%
Projected Average Percentage Increase in Enrollment	15%

Constant check with high school for a dropout list is one of the recruitment methous used at Pamlico. A part-time Assessment/Retention Specialist and one part-time recruiter have been hired. Formally, students are assessed through standardized test scores and informally by instructor-made tests, observation and counseling. Continual encouragement, varied and interesting classes and informal progress reports are vital to retention. Testing, quarterly progress reports and student records help to document progress.

Service Area: Pamlico

PIEDMONT COMMUNITY COLLEGE

Target Population	18,476
Number of Persons Served by Literacy Programs	1,064
Percentage of Population Served	5.76%
Projected Average Percentage Increase in Enrollment	13%

One full-time and three part-time recruiters have been hired. Standardized tests are used to assess student needs and levels of performance. Setting realistic long- and short-term goals and evaluating with students their progress towards those goals have aided in retention. Student progress is evaluated through tests, observations and interviews.

Service Area: Caswell, Person

PITT COMMUNITY COLLEGE

Target Population	22,623
Number of Persons Served by Literacy Programs	1,667
Percentage of Population Served	7.37%
Projected Average Percentage Increase in Enrollment	4%

Pitt has hired six part-time recruiters. Standardized tests and counseling are used to assess student needs and levels of performance. Retention efforts include periodic feedback to students on their process in meeting goals and training instructors in methodology of retention. Student progress is measured by testing and counseling.

Service Area: Pitt

RANDOLPH COMMUNITY COLLEGE

Target Population	33,581
Number of Persons Served by Literacy Programs	1,527
Percentage of Population Served	4.55%
Projected Average Percentage Increase in Enrollment	57%

Eight full-time and two part-time recruiters have been hired. Student needs and levels of performance are assessed by standardized tests. Setting realistic goals, awarding of McDonald's Restaurant incentives for regular attendance and hosting Annual Recognition Day to honor progress of students have aided in retention. Student progress is measured by quarterly testing and administration of a variety of tests to guard against false positive assessments.

Service Area: Randolph

RICHMOND COMMUNITY COLLEGE

Target Population	26,196
Number of Persons Served by Literacy Programs	2,317
Percentage of Population Served	8.85%
Projected Average Percentage Increase in Enrollment	9%

Two part-time recruiters have been hired. Pre-tests are administered to assess student needs and levels of retention. Training instructors in retention strategies has aided in student retention. Student progress is evaluated by mastery tests.

Service Area: Richmond, Scotland

ROANOKE-CHOWAN COMMUNITY COLLEGE

Target Population	16,734
Number of Persons Served by Literacy Programs	947
Percentage of Population Served	5.66%

Projected Average Percentage Increase in Enrollment	50%

Roanoke-Chowan Community College has hired five part-time recruiters. Student needs and levels of performance are assessed by standardized tests. Establishment of short- and long-term goals with students and frequent feedback to students on progress have aided in student retention. Student progress is measured by periodic testing.

Service Area: Hertford, 1/2 Bertie, 1/2 Northampton

ROBESON COMMUNITY COLLEGE

Target Population	34,014
Number of Persons Served by Literacy Programs	1,684
Percentage of Population Served	4.95%
Projected Average Percentage Increase in Enrollment	26%

Robeson has hired three full-time and two part-time recruiters. Standardized and/or instructor developed pre- and post tests are utilized to assess student needs and levels of performance. Setting attainable goals, as well as ongoing surveys and interviews to ensure that student needs are met, have aided in retention. Student progress is measured through comparative testing and by analyzing student goal achievement.

Service Area: Robeson

ROCKINGHAM COMMUNITY COLLEGE

Target Population	31,436
Number of Persons Served by Literacy Programs	1,072
Percentage of Population Served	3.41%
Projected Average Percentage Increase in Enrollment	6%

An Assessment/Retention Specialist has been hired; however, no recruiters have been hired at Rockingham Community College. Student needs and levels of performance are assessed by standardized and institutionally developed tests after which students are referred to the most appropriate literacy program by evaluators. Frequent feedback to students on their progress, as well as attempts to contact absentees by telephone and by mail, will aid in retention. Institutionally developed checklists are used to measure student progress, and students are urged to set goals for achievement of new skills.

Service Area: Rockingham

ROWAN-CABARRUS COMMUNITY COLLEGE

Target Population	63,936
Number of Persons Served by Literacy Programs	1,996
Percentage of Population Served	3.12%
Projected Average Percentage Increase in Enrollment	38%

Rowan has hired seven full-time and three part-time recruiters. Personal interviews and standardized tests are used to assess student needs and levels of performance. Students are then prescribed a course of study which utilizes materials of a multi-level range to meet student needs. Retention efforts include positive instructor-student relationships and up-to-date monitoring of student progress. Student progress is measured through pre- and post tests, oral conferences and instructor observation.

Service Area: Cabarrus, Rowan

SAMPSON COMMUNITY COLLEGE

Target Population	17,300
Number of Persons Served by Literacy Programs	1,154
Percentage of Population Served	6.67%
Projected Average Percentage Increase in Enrollment	20%

Two part-time recruiters have been hired at Sampson Community College. An assessment interview is conducted, demographic information is collected and tests are administered as part of the assessment process. The availability of classes from morning until late night at convenient sites has aided in retention. Student progress is measured through instructor assessment and successful completion of a prescribed program.

Service Area: Sampson

SANDHILLS COMMUNITY COLLEGE

Target Population	20,865
Number of Persons Served by Literacy Programs	1,440
Percentage of Population Served	6.90%
Projected Average Percentage Increase in Enrollment	2%

Sandhills Community College has hired nine part-time recruiters. Student needs are assessed by testing, observation and questionnaires. Identifying individual needs and setting short-term goals aid in retention. Student progress is evaluated through pre- and post-testing, counseling, conferences and analyzing student goal achievement.

Service Area: Hoke, Moore

SOUTHEASTERN COMMUNITY COLLEGE

Target Population	18,159
Number of Persons Served by Literacy Programs	1,010
Percentage of Population Served	5.56%
Projected Average Percentage Increase in Enrollment	33%

Fifteen part-time recruiters have been hired at Southeastern Community College. Individual conferences to determine personal goals and placement tests are used to assess student needs and levels of performance. Volunteer tutors in classrooms to assist non-readers will aid in retention.

Student progress is measured through personal interviews, standardized tests, syllabi competencies and instructor observation.

Service Area: Columbus

SOUTHWESTERN COMMUNITY COLLEGE

Target Population	18,004
Number of Persons Served by Literacy Programs	615
Percentage of Population Served	3.42%
Projected Average Percentage Increase in Enrollment	130%

Southwestern Technical College has hired three part-time recruiters. Student needs and levels of performance are assessed by standardized testing. Frequent counseling of students on their progress has aided in retention. Student progress is evaluated by classroom observation by supervisors, retention specialists, instructors and volunteers, and by the maintenance of progress folders outlining test scores and materials used.

Service Area: Jackson, Macon, Swain

STANLY COMMUNITY COLLEGE

Target Population	28,078
Number of Persons Served by Literacy Programs	1,850
Percentage of Population Served	6.59%
Projected Average Percentage Increase in Enrollment	6%

Two full-time and three part-time recruiters have been hired at Stanly Community College. Student needs and levels of performance are assessed by standardized tests. Retention efforts include providing instructional assistance to students in identifying objectives. Student progress is measured through quarterly assessment to include testing and periodic review of goal achievements by the instructor.

Service Area: Stanly, 1/2 Union

SURRY COMMUNITY COLLEGE

Target Population	35,160
Number of Persons Served by Literacy Programs	1,633
Percentage of Population Served	4.64%
Projected Average Percentage Increase in Enrollment	1%

An Assessment/Retention Specialist has been hired at Surry Community College; however, no recruiters have been employed. Student needs are assessed through individual conferences, interest inventories and achievement tests. Maintenance of individual progress files on students and frequent feedback to students on their progress have aided in retention. Periodic testing is used to evaluate student progress.

Service Area: Surry, Yadkin

TRI-COUNTY COMMUNITY COLLEGE

Target Population	12,492
Number of Persons Served by Literacy Programs	265
Percentage of Population Served	2.12%
Projected Average P. centage Increase in Enrollment	29%

Six part-time recruiters have been hired at Tri-County Community College. Student needs and levels of performance are assessed through conferences, standardized testing and goal setting. Special emphasis on providing in-service training to instructors on the importance of dealing positively with adults, as well as providing a high quality of instruction, aid in retention. Student progress is evaluated by periodic review of goal achievements with the student through the use of individual progress records in the form of flow charts.

Service Area: Cherokee, Clay, Graham

VANCE-GRANVILLE COMMUNITY COLLEGE

Target Population	40,964
Number of Persons Served by Literacy Programs	1,362
Percentage of Population Served	3.33%
Projected Average Percentage Increase in Enrollment	4%

Vance-Granville Community College has hired one part-time and one full-time recruiter. Informal and formal placement tests are administered to determine grade level and degree of competencies, and students are placed based on their reading level. Personal counseling, flexible class schedules and convenient class locations aid in retention. Pre- and post tests are used to evaluate student progress.

Service Area: Vance, Franklin, Granville, 1/2 Warren

WAKE TECHNICAL COMMUNITY COLLEGE

Target Population	54,437
Number of Persons Served by Literacy Programs	5,480
Percentage of Population Served	10.07%
Projected Average Percentage Increase in Enrollment	4%

Four full-time recruiters have been hired at Wak Technical Community College. Standardized tests are used to assess student needs and levels of performance. Retention efforts include referral to other programs once primary objectives are met. Student progress is measured informally during class sessions and formally by using a variety of standardized tests and post tests.

Service Area: Wake

WAYNE COMMUNITY COLLEGE

Target Population	25,905
Number of Persons Served by Literacy Programs	1,686
Percentage of Population Served	6.51%
Projected Average Percentage Increase in Enrollment	6%

Wayne has hired eight part-time recruiters. Student needs and levels of performance are assessed through standardized testing. Immediate follow-up on absentees, additional tutoring and recognition of student achievement through certificates and award ceremonies aid in retention. Student progress is measured through a variety of pre- and post tests.

Service Area: Wayne

WESTERN PIEDMONT COMMUNITY COLLEGE

Target Population	26,908
Number of Persons Served by Literacy Programs	2,507
Percentage of Population Served	9.32%
Projected Average Percentage Increase in Enrollment	9%

Western Piedmont Community College has hired one full-time and one part-time recruiter. A variety of standardized tests are used to assess student needs and levels of performance. Periodic personal interviews with students to assess student satisfaction with all aspects of their program and frequent feedback to students on their progress by instructors have aided in retention. Student progress is measured by student verbal and non-verbal communications, pre- and post testing and student progress in view of stated educational objectives.

Service Area: Burke

WILKES COMMUNITY COLLEGE

Target Population	35,465
Number of Persons Served by Literacy Programs	956
Percentage of Population Served	2.70%
Projected Average Percentage Increase in Enrollment	9%

One full-time recruiter has been hired at Wilkes. Student progress and levels of performance are assessed through interviews to determine student interests and goals and a variety of achievement and placement tests. The student and instructor then decide on the most appropriate program based on test results. Retention efforts include monitoring students who experience difficulties to determine whether to change instructional strategies. Student progress is measured by formal written tests in each subject studied.

Service Area: Alleghany, Ashe, Wilkes

WILSON COUNTY TECHNICAL COLLEGE

Target Population	20,980
Number of Persons Served by Literacy Programs	1,607
Percentage of Population Served	7.66%
Projected Average Percentage Increase in Enrollment	10%

Wilson has hired six part-time recruiters. Student needs are assessed through counseling by literacy staff and placement testing. Ongoing counseling and charting of student progress have aided in retention. Student progress is evaluated through unit/mastery testing and instructor observations.

Service Area: Wilson

Total Target Population	**1,738,084**
Total Number of Persons Served by Literacy Programs	**95,972**
Percentage of Population Served	**5.52%**
Projected Average Percentage Increase in Enrollment	**23%**

APPENDIX C: SURVEY QUESTIONNAIRES

C1: Program Director Questionnaire

C2: Instructor Questionnaire

C3: Student Questionnaire

Appendix C1: Program Director Questionnaire

N.C. DEPARTMENT OF COMMUNITY COLLEGES LITERACY STUDY

PROGRAM DIRECTOR SURVEY

Site: _____

Name: _____ Title: _____

Mailing Address: _____

Phone Number: (___)_____

DIRECTIONS FOR FILLING OUT QUESTIONNAIRE

For each question, circle the number that indicates the appropriate response or responses. Do not leave any questions unanswered. Please return the completed survey in the enclosed self-addressed stamped envelope. If you have any questions call Dr. Donna Hughes or Ms. Sarah Lein at (919) 737-3211 between 9 a.m. and 5 p.m. Monday through Friday.

Please indicate below the program type that you direct. [CIRCLE ONE].

Program Type	
ABE	1
GED	2
AHS	3
Compensatory Ed	4
ESL (if separate from ABE)	5
Literacy Council	6

ID ___-___ ___ ___
Card 1

1. **These first few questions deal with the educational services that your program provides. [IF YOU ANSWER "YES" TO SECTION I, ANSWER SECTION II.]**

I. Does your program provide classroom instruction by professional instructors?

SECTION I

	YES	NO
For grade levels:		
a. 0 - 4?	1	2
b. 5 - 8?	1	2
c. English as a Second Language?	1	2
d. GED preparation?	1	2
e. AHS classes?	1	2
f. Comp. Ed?	1	2

II. **IF YES:** Is this service available during the day day evening, or weekend? **[CIRCLE ALL THAT APPLY]**

SECTION II

	Day		Evening		Weekend	
	YES	NO	YES	NO	YES	NO
a. 0 - 4?	1	2	1	2	1	2
b. 5 - 8?	1	2	1	2	1	2
c. English as a Second Language?	1	2	1	2	1	2
d. GED preparation?	1	2	1	2	1	2
e. AHS classes?	1	2	1	2	1	2
f. Comp. Ed?	1	2	1	2	1	2

I. Does your program provide one-on-one volunteer tutoring outside the classroom?

SECTION I

	YES	NO
For grade levels:		
g. 0 - 4?	1	2
h. 5 - 8?	1	2
i. English as a Second Language?	1	2
j. GED preparation?	1	2
k. AHS Classes?	1	2
l. Comp. Ed.?	1	2

II. **IF YES:** Is this service available during the day evening, or weekend? **[CIRCLE ALL THAT APPLY]**

SECTION II

	Day		Evening		Weekend	
	YES	NO	YES	NO	YES	NO
g. 0 - 4?	1	2	1	2	1	2
h. 5 - 8?	1	2	1	2	1	2
i. English as a Second Language?	1	2	1	2	1	2
j. GED preparation?	1	2	1	2	1	2
k. AHS Classes?	1	2	1	2	1	2
l. Comp. Ed.?	1	2	1	2	1	2

1. (cont'd) **[IF YOU ANSWER "YES" TO SECTION I, PLEASE ANSWER SECTION II.]**

	I. Does your program provide the following educational services?	SECTION I		II. Is this service available during the day, evening, or or weekend? [CIRCLE ALL THAT APPLY] SECTION II					
				Day		Evening		Weekend	
	For grade levels:	YES	NO	YES	NO	YES	NO	YES	NO
m.	Diagnostic screening or testing for specific learning disabilities at program entry?	1	2	1	2	1	2	1	2
n.	Assessment of students' reading levels and basic skills at program entry?	1	2	1	2	1	2	1	2
o.	Post-testing of students' reading levels and basic skills?	1	2	1	2	1	2	1	2
p.	Learning labs/ drop-in skill centers?	1	2	1	2	1	2	1	2
q.	Any other educational services not mentioned? **[SPECIFY]** _____	1	2	1	2	1	2	1	2
r.	_____	1	2	1	2	1	2	1	2

DUP ID
Card 2

2. What diagnostic tests, if any, does your program use?
(CIRCLE ALL THAT APPLY)

a. WRAT 1
b. TABE 1
c. STANFORD 1
d. OTHER **[SPECIFY]**_____ 1

---

3. Does your program operate: **(CIRCLE ONE RESPONSE)**

12 months 1
Only during school year, or 2
On some other schedule **[SPECIFY]**. . .3

_____

---

4. In which of the following settings do you provide classes, instruction, or tutoring? **(CIRCLE YES OR NO FOR EACH ITEM)**

	YES	NO
a. public school building classrooms	1	2
b. college/university building	1	2
c. community college.....	1	2
d. library	1	2
e. church.....	1	2
f. neighborhood center.....	1	2
g. students' homes.....	1	2
h. volunteer tutors' homes.....	1	2
i. correctional facility	1	2
j. business/industrial setting.....	1	2
k. any other?.....	1	2

[SPECIFY] _____

5. This question focuses on educational methods and formats used in your program. **[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW. IF YOU ANSWER "NO" TO SECTION I, PLEASE ANSWER SECTION II.]**

I. Which of the following educational formats does your program use?

II. **IF NO:** How important is it to incorporate each method or format into your program? Is it a top, medium, or low priority?

	SECTION I		**SECTION II**		
	YES	**NO**	**Top**	**Medium**	**Low**
a. classroom instruction	1	2	1	2	3
IF YES: What is the average basic skill or remedial class size? ___ ___					
b. one-to-one tutoring?	1	2	1	2	3
c. mobile vans?	1	2	1	2	3
d. computer-assisted instruction	1	2	1	2	3
e. audio tape instruction	1	2	1	2	3
f. cable T.V. instruction	1	2	1	2	3
g. any other?	1	2	1	2	3
[SPECIFY] _____					
h. any other?	1	2	1	2	3
[SPECIFY] _____					

6. Does your program work directly, in joint ventures or in other formal arrangements, with any of the following programs or organizations to plan or to provide educational or support services or to recruit new students? **Please keep in mind that we are not interested in informal referrals or contacts. We would like to know about formal agreements.**
[CIRCLE YES OR NO FOR EACH ITEM]

	Yes	No
a. K-12 School programs?.....	1	2
b. Businesses/local companies?.....	1	2
c. Libraries?.....	1	2
d. County Human Service departments?.....	1	2
e. Jobs services/JTPA?.....	1	2
f. Vocational rehabilitations?.....	1	2
g. Correctional centers/jails?.....	1	2
h. Churches?.....	1	2
i. County Extension/Agricultural Extension office?....	1	2
j. Public health agency?.....	1	2
k. Chemical abuse treatment centers?.....	1	2
l. Public housing projects?.....	1	2
m. Community centers?.....	1	2
p. Any other program or organization not mentioned?...	1	2

[SPECIFY] _____

---

7. Does your program charge a fee for:

	Yes	No
a. Instruction?.	1	2
b. Books/program materials?. . . .	1	2
c. Anything else? _____	1	2

_____

8a. To receive your services, must students already read at a certain minimum grade level?

Yes 1
No 2

b. **IF YES:** What grade level is that? __ __

9a. Are there other eligibility criteria that a student must meet to receive your service?

Yes 1
No 2

b. **IF YES, WHAT CRITERIA:** _____

_____

10a. What type of adults is your program designed to serve?

_____

_____

b. Is there any type of student that your program can't serve?

Yes 1
No 2

c. **IF YES, WHAT TYPE:** _____

_____

_____

11a. Does your program have a waiting list of students; that is, a list of students waiting to receive services from your program? **[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW. IF YOU ANSWER "YES," PLEASE ANSWER PARTS A, B, & C BELOW.]**

Yes 1

No. 2

IF YES:

b. Which types of educational services have waiting lists?	**EDITOR CODE**		c. How many students are on the waiting list for **[SERVICE]**?
_____	_____	(69)	_____
_____	_____	(72)	_____
_____	_____	(75)	_____
_____	_____	(78)	_____

DU D
CARD 3

d. Why does your program have a waiting list? **[CIRCLE ALL THAT APPLY]:**

Need more one-on-one tutors 1

Need more classrooms.....1

Increased student interest.....1

Lack of qualified instructors.....1

Need more support services.....1

[SPECIFY] _____

Need more funding to provide services.....1

Other **[SPECIFY]** _____ 1

e. **IF NO:**

How many more students could your program accommodate without additional funding?

___ ___ ___

12. This question deals with support services your program might provide. **[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" TO PART I, ANSWER PARTS II, III, IV, AND V.]**

	SECTION I		**SECTION II**			**SECTION III**					
	I. Does your program formally provide any of the following support services?		II. **IF YES:** Who provides each service: classroom instructors, other support staff in program, or another provider outside your program?			III. **IF YES:** Is this service available during the day, evening, weekend? **(CIRCLE ALL THAT APPLY)**					
						Day		**Evening**		**Weekend**	
		Yes **No**	**Instructors**	**Staff**	**Other**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
a.	educational counseling/ planning	1 2	1	2	3	1	2	1	2	1	2
b.	career assessment/ employment counseling	1 2	1	2	3	1	2	1	2	1	2
c.	job seeking skills development	1 2	1	2	3	1	2	1	2	1	2
d.	job placement referral	1 2	1	2	3	1	2	1	2	1	2
e.	transportation	1 2	1	2	3	1	2	1	2	1	2
f.	child care	1 2	1	2	3	1	2	1	2	1	2
g.	any other support services provided **[SPECIFY]** _____	1 2	1	2	3	1	2	1	2	1	2

12. (continued)

[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" TO PART I, ANSWER PARTS II, III, IV, AND V.]

		SECTION IV				SECTION V	
IV.	Are these services available 12 months a year, only during the school year, or on some other schedule?					V. Can students schedule any of these services individually to fit their own schedule?	
		12 Months	During School Year	Other	If other, Specify Schedule	Yes	No
a.	educational counseling/ planning	1	2	3	_____	1	2
b.	career assessment/ employment counseling	1	2	3	_____	1	2
c.	job seeking skills development	1	2	3	_____	1	2
d.	job placement/referral	1	2	3	_____	1	2
e.	transportation	1	2	3	_____	1	2
f.	child care	1	2	3	_____	1	2

DUP ID
CARD 4

13. This question focuses on services your program provides on a formal basis. **[PLEASE CIRCLE THE CORRECT RESPONSE BELOW. IF YOU ANSWER "YES" I, PLEASE ANSWER SECTION II.]**

SECTION I			SECTION II		
I. Does your program formally provide any of the following services?	YES	NO	II. IF YES: Is service provided by instructor, staff, or both? Instructor	Staff	Other
a. financial aid assistance	1	2	1	2	3
b. personal/family counseling (not drug or alcohol)	1	2	1	2	3
c. drug/alcohol counseling	1	2	1	2	3
e. health services	1	2	1	2	3
f. support groups	1	2	1	2	3
g. services for students with learning disabilities	1	2	1	2	3
h. interpreters for hearing impaired	1	2	1	2	3
i. social/cultural programs	1	2	1	2	3
j. follow-up after student leaves	1	2	1	2	3
k. information/ referral	1	2	1	2	3
l. any other support services? **[SPECIFY]** _____	1	2	1	2	3
m. any other support services? **[SPECIFY]** _____	1	2	1	2	3

The next questions concern your program's priorities for program development. Please remember that these questions are designed to provide a better understanding of the status of programs today and to help develop a plan for improving literacy service delivery system.
[PLEASE CIRCLE THE APPROPRIATE RESPONSE BELOW.]

14a. Does your program have a curriculum center or professional library where instructors and tutors can keep abreast of new materials and developments in instructing adults basic skills?

Yes. **(Go to Q. 15)** .1
No 2

b. **IF NO:** How important is it for your program to develop such a library? Is it a top priority, a medium priority, or a low priority?

Top priority?. . . .1
Medium priority? . .2
Low priority?. . . .3

---

15. What specific instructional materials does your program use? **[CIRCLE ALL THAT APPLY]**

IF YES: Would you say this material is very effective, somewhat effective, or not effective in improving your students' basic skill level?

		YES	Very Eff.	Somewhat Effective	Not Eff.
a.	Cambridge reading series materials?. . .	.1	1	2	3
b.	Project Read materials?	.1	1	2	3
c.	Laubach materials?	.1	1	2	3
d.	LVA materials?	.1	1	2	3
e.	GED preparation materials?	.1	1	2	3
f.	Orton-Gillingham materials?.	.1	1	2	3
g.	Sims materials?	.1	1	2	3
h.	Schmueller materials?	.1	1	2	3
i.	ESL materials?	.1	1	2	3
j.	Any other material? **(SPECIFY)**_____ .	.1	1	2	3
k.	Any other material? **(SPECIFY)**_____ .	.1	1	2	3

16a. Would you say that your program publicizes its services and conducts outreach for students a great deal, somewhat, or not at all?

A great deal. . . . 1

Somewhat. 2

Not at all. 3

b. How important is it for your program to expand its outreach in the next 12 months? Is it a:

Top priority?. . . .1

Medium priority? . .2

Low priority?. . . .3

c. What outreach techniques do you think get the best results?

_____

_____

_____

---

17. Please describe the type of students that are currently enrolled in your program in terms of age, level of education, income, and other relevant traits. _____

_____

_____

---

18. What type of student would you attempt to attract to your program if you expanded your outreach efforts? _____

_____

_____

_____

This next question deals with your program's needs to develop its adult education and basic skills.

19. Using the responses, "a great deal", "some," or "little," how much improvement would you like your program to make in each of the following program activities over the next several years.

How much improvement is needed in:

		A Great Deal	Some	Little	Does Not Apply
a.	publicizing your services and attracting students/outreach?	1	2	3	8
c.	volunteer training?	1	2	3	8
d.	responding to the support service needs of students (e.g.child care or employment counseling)?	1	2	3	8
e.	networking/working directly with other related programs/ organizations?	1	2	3	8
f.	curricula development?	1	2	3	8
g.	diagnosing and asserting students' educational needs and goals?	1	2	3	8
h.	testing students'academic progress?	1	2	3	8
i.	availability of resources for general program operation?	1	2	3	8
j.	evaluating the effectiveness of instruction and materials and assessing impact of services on students?	1	2	3	8
k.	keeping up-to-date records on student characteristics and performance, for monitoring and reporting services provided through your program?	1	2	3	8
l.	Staff/in-service training	1	2	3	8
m.	Other **[SPECIFY]** _____	1	2	3	8

_____

---

20. Of the program activities above you would like to improve "a great deal," which one needs the most improvement?

[RECORD NUMBER OF THE ACTIVITY IN QUESTION 19 HERE] __ __

DUP ID
CARD 5

These next questions deal with volunteers, paid staff, and program costs.

21a. Does your program use volunteers? Yes 1
No. 2

IF YES:

b. How many volunteers does your program have? ___

c. Which of the following functions do your volunteers perform?

	Yes	No
1. tutoring/instructoring.	1	2
2. volunteer coordination.	1	2
3. outreach.	1	2
4. clerical.	1	2
5. other tasks	1	2

[SPECIFY] _____

d. **IF NO:** Is there any particular reason why not?

_____

---

22. How many administrators, directors, or coordinators does your program currently have?

[RECORD NUMBER] ___

---

23. How many of those hold full-time positions?

[RECORD NUMBER] ___

---

24. How many of the administrators also instruct?

[RECORD NUMBER] ___

25. How many of your instructors (both paid and volunteer) instruct at least one classroom course per year? **[RECORD NUMBER]**

a. Paid ___

b. Volunteer ___

---

26. How many of these are full time? **[RECORD NUMBER]**

a. Paid ___

b. Volunteer ___

27a. Are there specific qualifications you require for someone to instruct in your program?

Yes. 1

No 2

b. **IF YES, SPECIFY:** _____

_____

_____

---

28. What are your sources of program funds? **[CIRCLE ALL THAT APPLY.]**

	YES	NO
a. Federal	1	2
b. State	1	2
c. Federal/State	1	2
d. Private	1	2
e. Local	1	2
f. Other **[SPECIFY]** . . .	1	2

_____

_____

---

29. Does your program routinely collect feedback via structured/standardized questionnaires from its students about their satisfaction with the instruction, the materials, and the services your program provides?

Yes. 1

No 2

30. In your opinion, what are the most pressing needs that your program faces in providing literacy services with respect to:

a. instructional materials _____

_____

_____

b. instructional techniques _____

_____

_____

c. recruiting students _____

_____

_____

d. retention of students _____

_____

_____

---

31. Any other comments or suggestions about literacy programs in general and ways to reduce illiteracy? _____

_____

_____

_____

Thank you for your time in completing this survey. We appreciate your participation.

Appendix C2: Instructor Questionnaire

INSTRUCTOR SURVEY INTRODUCTION

Hello, May I speak to _____?

Hello, My name is _____, and I am calling from the Center for Urban Affairs at North Carolina State University. We are conducting a study for the North Carolina Department of Community Colleges. As part of the study we are interviewing literacy and basic education instructors throughout North Carolina. We are interested in your ideas about how to improve the delivery of services to adult learners as well as how to better understand your own needs for training and support within your program.

Your participation is voluntary and confidential. Your answers will be grouped with those of other participants and no person's name will ever appear in any report. The survey takes about 20 minutes. Can I interview you now?

Could I call you back later today? tomorrow?

When is better for you?

CONTACT	DATE	TIME	STATUS	COMMENT
FIRST	_____	A.M./P.M.	_____	_____
SECOND	_____	A.M./P.M.	_____	_____
THIRD	_____	A.M./P.M.	_____	_____

TIME INTERVIEW: BEGAN _____ A.M./P.M. ENDED _____ A.M./P.M.

STATUS CODES

AM	ANSWERING MACHINE	NL	NO LISTING/UNPUBLISHED
BS	BUSY SIGNAL	OS	OUT OF SVC/DISCONNECT
CB	CALL BACK OR APPOINTMENT SET	PC	PARTIALLY COMPLETED
CI	COMPLETED INTERVIEW	RF	REFUSAL
CL	COULD NOT LOCATE	TI	TERMINATED INTERVIEW
NA	NOT AVAILABLE	WN	WRONG NUMBER

ID ___ Card 1

1. With what program are you primarily affiliated?

Community College ABE 1
Community College GED 2
Community College Adult HS Diploma 3
Community College Comp. Ed. 4
A local literacy council 5
Other (SPECIFY: _____) 6

---

2. In your program do you serve as a:

paid instructor 1
volunteer, or 2
both? 3

3. Which of the following educational services do you personally provide at present?

Do you provide classroom or laboratory instruction in basic academic skills for grade levels . . . ?

		YES	NO
a.	0-4	1	2
b.	5-8	1	2
c.	GED preparation	1	2
d.	Adult HS Diploma Program	1	2
e.	Comp. Ed	1	2
f.	Other (SPECIFY _____)	1	2

Do you provide tutoring for grade levels . . . ?

		YES	NO
g.	0-4	1	2
h.	5-8	1	2
i.	GED preparation	1	2
j.	Adult HS Diploma Program	1	2
k.	Comp. Ed	1	2
l.	Other (SPECIFY: _____)	1	2

4. In which of the following settings are you currently working with students? **[READ EACH RESPONSE. CIRCLE YES OR NO.]**

	YES	NO
a. A large classroom setting (10 or more students)?	1	2
b. A small group setting (10 or fewer students)?	1	2
c. One-on-one	1	2

---

5. Which of the following settings is most effective for helping adults learn to read? **[READ EACH RESPONSE. CIRCLE ONLY ONE.]**

Large classroom (10 or more students)? 1
Small group (5 or fewer students)? 2
One-on-one 3

---

6. How many hours per week do you currently instruct/tutor basic skills to adults?

total hours per week ___ ___

---

7. How many of these are paid hours?

total paid hours ___ ___

---

8. How many students are you directly working with currently? ___ ___ ___

9. What specific instructional materials does your program use? **[READ LIST. CIRCLE ALL MENTIONED]**

IF USED: Would you say this material is very effective, somewhat effective, or not effective in improving your students' basic skill level?

	YES	Very Eff.	Somewhat Effective	Not Eff.
a. Cambridge reading series materials?	1	1	2	3
b. Project Read materials?	1	1	2	3
c. Laubach materials?	1	1	2	3
d. LVA materials?	1	1	2	3
e. GED preparation materials?	1	1	2	3
f. Orton-Gillingham materials?	1	1	2	3
g. Sims materials?	1	1	2	3
h. Schmueller materials?	1	1	2	3
i. ESL materials?	1	1	2	3
j. Any other materials? **(SPECIFY)**_____	1	1	2	3

_____

_____

---

10. What are the major problems adult students face in learning to read? **[DO NOT READ LIST. CIRCLE ALL MENTIONED.]**

a. Family problems 1
b. Lack of transportation. 1
c. Lack of motivation to learn 1
d. Self-esteem 1
e. Other **(SPECIFY)**_____ 1

_____

11. Do you experience any of the following problems in instructing adults to read? **[READ LIST. CIRCLE ALL THAT APPLY.]**

		YES	NO
a.	Too many students in class	1	2
b.	Students lack motivation	1	2
c.	Instructional materials are poor.	1	2
d.	Students have been out of school too long.	1	2
e.	Any other problems? **(SPECIFY)**_____	1	2

_____

---

12. I am going to read you a list of support services. From your experience with students, how important is it for a program to provide each of the following support services? For each service, tell me if it is very important, somewhat important, or not important to offer?

		Very Important	Somewhat Important	Not Important	Do Not Know
a.	educational counseling	1	2	3	8
b.	career and employment assessment	1	2	3	8
c.	job seeking skills development	1	2	3	8
d.	job placement and referral	1	2	3	8
e.	financial assistance	1	2	3	8
f.	child care	1	2	3	8
g.	transportation	1	2	3	8
h.	information/referral to educational/social services	1	2	3	8
i.	follow-up after students leave to see how they are doing	1	2	3	8
j.	any other support services needed? **(SPECIFY):** _____	1	2	3	8

_____

_____

_____

DUP ID
CARD 2

13. In your experience, what is the main reason students want to learn to read? **[PROMPT ONLY IF NECESSARY. CIRCLE ONLY ONE.]**

to earn GED. 1
to get a job (or a better job) 2
to read for personal satisfaction. 3
to be able to read to children 4
to be able to cope with everyday situations. 5
other **(SPECIFY)** _____) 6

---

14. In your experience, what is the main reason students leave literacy programs? **[PROMPT ONLY IF NECESSARY. CIRCLE ONLY ONE.]**

achieved their skill goal. 1
program takes too many hours per week. 2
problems with getting to and from program. 3
problems with child care arrangements. 4
progress is slower than anticipated. 5
other **(SPECIFY):** _____ 6

15a. Do you think basic education and remedial programs should be evaluated for outcomes and effectiveness?

Yes 1
No. . **(IF NO, GO TO Q. 16)**. . .2

IF YES, What measures or forms of evaluation should be used? **[READ LIST. CIRCLE ALL MENTIONED.]**

b. educational gains, e.g., grade level gains 1
c. economic or employment gains, e.g., finding a job or getting off welfare 1
d. student satisfaction 1
e. other **(SPECIFY):** _____ 1

16. This next question deals with improvements your program might need. Using the responses, "a great deal," "some," or "little," how much improvement is needed in your program in each of the following program activities?

	Great Deal Improve.	Some Improve.	Little or no Improve.	DK	Does not Apply
How much improvement would you like to see in:					
a. publicizing your services and attracting students	1	2	3	8	9
b. staff/in-service training	1	2	3	8	9
c. volunteer training	1	2	3	8	9
d. responding to students' needs for support services such as child care or employment counseling	1	2	3	8	9
e. working directly with other related organizations	1	2	3	8	9
f. curricula development	1	2	3	8	9
g. assessing students' educational needs and goals	1	2	3	8	9
h. testing students' academic progress	1	2	3	8	9
i. measuring students' non-academic gains	1	2	3	8	9
j. evaluating the effectiveness of instruction and materials	1	2	3	8	9
k. keeping up-to-date records on student performance	1	2	3	8	9
l. other (SPECIFY) _____	1	2	3	8	9

_____

17. Using the responses "very true," "somewhat true," or "never true," to what extent are each of the following statements true about your current experiences as an instructor or tutor?

Is this.....	Very True	Somewhat True	Never True	Don't Know	N/A
a. You receive adequate assistance from your coordinator/ supervisor in development and use of curriculum materials.	1	2	3	8	9
b. You are able to give your students(s) sufficient individual attention.	1	2	3	8	9
c. You have ample opportunity to share ideas about materials and instruction with other instructors and tutors.	1	2	3	8	9
d. You have adequate procedures and tests to let you know if students are making progress.	1	2	3	8	9
e. You feel a sense of accomplishment in what you do for students.	1	2	3	8	9
f. You have received the training you need to do your job well.	1	2	3	8	9

The next questions are about training.

18. Does your program or project have in-service training programs for instructors and tutors?

Yes. 1
No . . **(skip to question 21)**. . 2

---

19. Would you say the time your program or project allots to in-service training is sufficient or not sufficient?

Sufficient 1
Not sufficient 2

20a. A. In general, how useful is the in-service training in your work with students? Is it very useful, somewhat useful, or not at all useful?

Very useful 1
Somewhat useful 2
Not at all useful 3

b. What changes, if any, in your instructional methods, style or materials have you made as a result of participating in a training program?

_____

_____

---

21. What additional training would you like to have? **[READ LIST AND CIRCLE ALL MENTIONED.]**

a. instructional techniques. . . . 1
b. motivating students. 1
c. working with adults in general .1
d. using curriculum materials . . .1
e. retaining students 1
f. other **(SPECIFY)**_____. . . .1

_____

22. I am going to read you a list of possible topics that could be included in a training workshop. Using the responses, "very important," "somewhat important," or "not that important," please tell me.....

	How important is it that you receive training in.....	Is it.....? Very Important	Somewhat Important	Not that Important	Do Not Know
a.	alternative instructional styles and methods?	1	2	3	8
b.	selecting appropriate instructional materials for adult learners?	1	2	3	8
c.	understanding the reading process?	1	2	3	8
d.	building rapport with adult learners?	1	2	3	8
e.	understanding today's job market for your students?	1	2	3	8
f.	discovering and assessing the nonacademic needs of students?	1	2	3	8
g.	making referrals to agencies that can meet the employment and human service needs of students?	1	2	3	8
h.	making referrals to other literacy programs?	1	2	3	8
i.	evaluation procedures which provide useful student feedback to instructors?	1	2	3	8
j.	retaining/keeping students from quitting program?	1	2	3	8
k.	any other area that you need training in?	1	2	3	8

(SPECIFY) _____

_____

23. What general recommendations do you have concerning things that should be done to reduce illiteracy in North Carolina in the following areas?

a. recruiting students _____

_____

b. retention of students _____

_____

c. improving instructional materials _____

_____

d. improving service delivery _____

_____

---

24. Any other comments or suggestions about literacy programs in general and ways to reduce illiteracy? _____

_____

_____

_____

_____

Before ending the interview, I need to ask a few background questions.

25. Are you male or female? **[ASK ONLY IF NOT OBVIOUS]**

Male. 1

Female. 2

---

26. What is your age (as of last birthday)? **(RECORD IN YEARS)** ___ ___

27a. What is the highest level of schooling you have completed?
[DO NOT READ LIST. CIRCLE ONLY ONE.]

8 years or less. 1
some high school 2
completed high school or GED 3
some college or associate degree . . 4
college degree (B.A. or B.S.). . . . 5
Post-graduate degree 6

b. **IF 5 OR 6 : What was the degree/post-graduate area?**
[SPECIFY] _____

_____

---

28. To which one of the following racial or ethnic groups do you belong?

White 1
Black 2
Indian. 3
Other **(SPECIFY)**_____4

Those are all the questions I have. Thank you for your participation. Do you have any questions? We appreciate your taking the time to answer survey.

Appendix C3: Student Questionnaire

STUDENT SURVEY INTRODUCTION

Hello, may I speak to _____?

Hello, my name is _____, and I am calling from the Center for Urban Affairs at North Carolina State University. We are conducting a study of adult students for the North Carolina Department of Community Colleges.

Your name was chosen at random from a list of students at _____. Your participation is completely secret and your name will never be used in the report.

The survey takes about 15 minutes. Can I start the interview now?

CONTACT	DATE	TIME	STATUS	COMMENT
FIRST	_____	A.M./P.M.	_____	_____
SECOND	_____	A.M./P.M.	_____	_____
THIRD	_____	A.M./P.M.	_____	_____

TIME INTERVIEW: BEGAN _____ A.M./P.M. ENDED _____ A.M./P.M.

STATUS CODES

AM	ANSWERING MACHINE	NL	NO LISTING/UNPUBLISH
BS	BUSY SIGNAL	OS	OUT OF SVC/DISCONNECT
CB	CALL BACK OR APPOINTMENT SET	OC	PARTIALLY COMPLETED
CI	COMPLETED INTERVIEW	RF	FEFUSAL
CL	COULD NOT LOCATE	TI	TERMINATED INTERVIEW
NA	NOT AVAILABLE	WN	WRONG NUMBER

STUDENT SURVEY

ID _ _ _ _ _ _ _
Card 1

I'D LIKE TO BEGIN BY ASKING A FEW GENERAL QUESTIONS ABOUT YOU.

---

1. How old were you on your last birthday? **[RECORD AGE]** _ _

---

2. Are you male or female? **[ASK ONLY IF NOT KNOWN. CIRCLE RESPONSE]**

Male. 1
Female. 2

---

3. What is your race? **[CIRCLE RESPONSE]**

Black 1
White 2
Indian. 3
Other **[SPECIFY]**_____ 4

---

4. a. What is the highest grade you have completed in school? _ _
[RECORD EXACT GRADE OR GRADE NUMBER. IF LESS THEN 12TH GRADE, ASK B AND C.]

b. How old were you when you first quit (or decided not to attend) school? **[RECORD AGE]** _ _

c. Why did you first decide to quit (or not attend) school? **[CIRCLE ALL MENTIONED—DO NOT READ LIST]**

1. Had to get a job 1
2. Got married. 1
3. Had to work on farm 1
4. Got pregnant 1
5. Parents objected to schooling 1
6. Lack of transportation to class. 1
7. Other **[SPECIFY]**_____1

5. Are you presently employed full-time, part-time or not at all? [CIRCLE RESPONSE]

Full-time. 1
Part-time. 2
Not at all [SKIP TO Q7]. . .3

---

6. What is your occupation? (PROBE: WHAT DO YOU DO IN YOUR JOB? WHAT ARE SOME OF YOUR MAIN DUTIES?) _____

_____

_____

[EDITOR CODE] ___ ___

NOW, I'D LIKE TO FIND OUT WHAT PROGRAM YOU ARE IN AND HOW YOU GOT INVOLVED IN THIS PROGRAM.

7. Are you now going to: [CIRCLE RESPONSE]

An adult education class . . . 1
A private tutor or 2
Do you go to both? 3
Other [SPECIFY]_____4

9a. How long have you been going to class or meeting with your tutor? [IF LESS THAN 1 MONTH, CODE AS 00]

[RECORD IN MONTHS] ___ ___

9b. When you first decided to go back to school, how easy was it to find help or to enroll? [CIRCLE RESPONSE]

Was it: Very easy. 1
Somewhat easy. . . .2
Difficult. 3
Very difficult . . .4

10. What happened that made you decide to get help with your education? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. Laid off from job/unemployed 1
b. Wanted a better job. 1
c. Wanted to go to vocational school. 1
d. Decided to improve self. 1
e. Divorced 1
f. Kids all left home 1
g. Nothing specific 1
h. Other, specify_____ 1

---

11. How did you first learn about the program you attend? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. TV 1
b. Radio. 1
c. Friends/relatives/word of mouth. 1
d. Employer/co-worker 1
e. Newspaper. 1
f. Flyer/brochure/poster. 1
g. In-person presentation 1
h. Human Services referral. 1
i. Basic skills hotline 1
j. Other, specify_____ 1

---

12. a. Do you think enough is being done where you live to let adults know where they can go to get help to improve their reading and to get a basic education? **[CIRCLE RESPONSE]**

Yes. **(Go to Q. 13)** . . 1
No 2

b. **IF NO,** What more could be done?

_____

_____

THE NEXT QUESTIONS CONCERN PROBLEMS YOU MIGHT HAVE GETTING TO CLASS.

13. Where do you attend classes or receive tutoring?
[DO NOT READ LIST. CIRCLE ALL MENTIONED]

a. public school building classrooms. 1
b. college/university building. 1
c. community college. 1
d. library. 1
e. church 1
f. neighborhood center 1
g. student's homes **(IF OWN HOME, SKIP TO Q.16)**. . 1
h. volunteer tutor's homes. 1
i. correctional facility 1
j. business/industrial setting. 1
k. any other, **[SPECIFY]** _____ 1

14a. Is transportation to your class or to your tutor a problem for you:
[CIRCLE RESPONSE]

Yes. 1
No 2

b. **IF YES:** Does this occur?

Frequently 1
Occasionally 2
Rarely 3

15a. Does the program you attend or your tutor help you with your transportation?

Yes 1
No. 2

IF YES: What help is provided? **[READ LIST. CIRCLE "1" or "2"]**

		YES	NO
b.	bus ride.	1	2
c.	bus fare.	1	2
d.	car ride.	1	2
e	taxi fare	1	2
f.	mileage reimbursement . . .	1	2
g.	other **[SPECIFY]**_____	1	2

16. Is the time that your instruction takes place: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Very convenient 1
Somewhat convenient or. .2
Not convenient at all . .3

---

17. Are the days or day that you meet for your instruction: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Very convenient 1
Somewhat convenient or. .2
Not convenient at all . .3

18a. Do you have any children under the age of 12 living in your household?

Yes 1
No. **(GO TO Q. 20)** 2

b. **IF YES:** During the past 12 months, have problems with child care ever made you miss class? **[CIRCLE RESPONSE]**

Yes 1
No. **(GO TO Q. 19)** 2

c. **IF YES:** Has it happened:

a. frequently 1
b. occasionally or. . . 2
c. rarely 3

19a. Does the program you attend or your tutor help you in any way with child care or babysitting?

Yes 1
No. 2

IF YES: What help is provided? **[READ LIST. CIRCLE YES OR NO]**

	YES	NO
b1. day care center at school.	1	2
b2. cash subsidy to use on own or. . . .	1	2
b3. other_____	1	2

DUP ID
CARD 2

I'M GOING TO READ YOU A LIST OF WAYS PEOPLE GET HELP IN IMPROVING THE SERVICES AVAILABLE TO ADULT STUDENTS. TELL ME IF YOU'VE USED THEM IN YOUR PROGRAM.

20. **IF YES:** Would you say this helped you to learn a lot, somewhat, or not at all?

Have you:	Yes	No	A lot	Somewhat	Not At All	DK
a. used a learning center where students can come and go when they want to?	1	2	1	2	3	8
b. worked with video tapes?	1	2	1	2	3	8
c. worked with a computer?	1	2	1	2	3	8
d. watched lessons on TV at your own home?	1	2	1	2	3	8
e. been tutored by a private tutor?	1	2	1	2	3	8
f. been taught in a small group of students?	1	2	1	2	3	8
g. been taught in a classroom with a large group of students?	1	2	1	2	3	8

---

21. Would you describe the materials you use in your class as: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

Very interesting. 1
Interesting 2
Uninteresting or. 3
Very uninteresting. . . .4

---

22. In an average week, how many hours do you spend in class, or with your tutor? **[RECORD HOURS]** ___ ___

23. Do you feel that this is: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

too much time 1
just the right amount of time or. 2
not enough time for you? 3

---

24. How helpful is your instructor or tutor in providing you with encouragement and support in your studies? Would you say your instructor or tutor is: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

Very helpful 1
Somewhat helpful or. . . .2
Not at all helpful 3

---

25. Is there anything about your instructor or where you meet that bothers you? **[PROBE IF NECESSARY: DO YOU FEEL COMFORTABLE THERE?]**

Yes . . . .What bothers you? _____ 1

_____

No. 2

26aa. Overall, how satisfied are you with the help and basic skills training that you have received so far? **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**

Are You:

a. Very satisfied. . . . . **(GO TO A)** 1
b. Satisfied . . . . . **(GO TO A)** 2
c. Dissatisfied or . . . . . **(GO TO B)** 3
d. Very dissatisfied . . . . **(GO TO B)** 4

e. WHAT DO YOU LIKE MOST ABOUT THE PROGRAM? _____

_____

f. DESCRIBE WHY YOU ARE/ARE NOT SATISFIED. _____

_____

27. Do you have any suggestions about how your program or your instructor or tutor could help you more?

_____

_____

_____

_____

_____

28a. Would you say you enjoy the time you spend with your instructor or tutor: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

most of the time. 1
sometimes 2
hardly ever or. 3
never 4

b. **IF HARDLY EVER OR NEVER:** WHY DON'T YOU ENJOY IT? WHAT KINDS OF PROBLEMS ARE YOU HAVING?

_____

_____

_____

_____

---

29. How often do you have trouble understanding instructions or what goes or in class? Would you say: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]**

hardly ever 1
sometimes 2
often or. 3
very often. 4

30. We are interested in learning more about how you are going to benefit from the new skills you're learning. I'm going to read a list of ways that you may use your new skills. **[READ LIST AND CIRCLE ONE RESPONSE]**

Will you use your new skill	YES	NO
a. On your job such as to be promoted or to do your current job better?	1	2
b. To seek employment?	1	2
c. To change occupations?	1	2
d. To seek further education such as in a vocational school, trade school or a community college?	1	2
e. To read stories to your children or to help older children with their school work?	1	2
f. To be more confident in handling your daily activities?	1	2
g. To stop being afraid that others will find out that you couldn't read?	1	2
h. Will you use your skills for something else?	1	2
i. Any other ways you will use your new skills? **[SPECIFY]** _____	1	2

_____

_____

31a. Have you ever enrolled or signed-up for a tutor or for an adult education program before this time?

Yes 1

No. 2

b. **IF YES:** How many times before this year? **[RECORD # OF TIMES]** ___ ___

c. Why did you stop attending the last time? **[SPECIFY]** _____

_____

_____

_____

IF NO . . . What are the major reasons why you didn't seek help before now? **[DON'T READ LIST. CIRCLE ALL MENTIONED]**

d. no reason 1

e. didn't know program existed/where to go 1

f. didn't need to read before now. 1

g. no interest 1

h. no time 1

i. afraid/embarrassed. 1

j. don't like school/never liked it. 1

k. cost too high 1

l. distance too great to travel. 1

m. felt too old to learn 1

n. child care too expensive/unavailable. 1

o. family responsibility/conflict. 1

p. job responsibilities/conflict 1

q. other, **[SPECIFY]:** _____ 1

_____

_____

32. a. What recommendations do you have about how to improve instruction of adult students? _____

_____

_____

b. What recommendations do you have about improving materials used in adult reading or classes?

_____

_____

c. Do you have suggestions concerning how to recruit adults who can't read into school? _____

_____

_____

d. Do you have suggestions about how to help adult students stay in school and finish their program of study? _____

_____

_____

Thank you for your participation. We appreciate your taking the time to answer our questions. We hope that your responses when combined with those of others will help improve the educational services available in our state.

APPENDIX D: INVENTORY OF LITERACY SERVICES FOR STUDY SITES

D1: INVENTORY OF LITERACY SERVICES FOR STUDY SITES.

Agencies and Groups Providing Literary	Type of Service	# of People Served	Fee Charged
Plymouth Lyons Club	One-on-one tutoring	18	NONE
Pettigrew Regional	Refer to literacy programs	30	N/A
Columbus County Public Library	Refer to literacy programs	N/A	NONE
Davidson County Social Services	Refer to literacy programs	N/A	NONE
Martin County Social Services	Refer to literacy programs	135	NONE
Clinton Social Services	Refer to literacy programs	30	NONE
Davidson County Correctional Unit	Assess and refer to ABE, AHS, GED on-site and on campus	Not Avail-able	N/A
N.C. Department of Corrections (Washington Unit)	Refer to literacy programs	30	NONE
N.C. Department of Corrections (Martin Unit)	Refer to literacy programs	75	NONE
Probation and Parole Office, Clinton, N.C.	Refer to literacy counseling	54	NONE
Davidson County Employment and Training Office	Assess and provide transportation and transportation funds; some day care; referrals to other services; basic education training funded by JTPA	N/A 70	NONE NONE

Telemon Corporation	Direct instruction and counseling; refer to literacy services; transportation arrangements; give stipend (for work experience clients only)	18 18 10 3 8	NONE NONE NONE NONE NONE
Lexington Employment Security Commission	Refer to literacy programs and extended day; screen to test skills	N/A	NONE
Williamston Employment Security Commission	Refer to literacy programs	200	NONE
Whiteville Employment Security Commission	Refer to literacy programs	6	N/A
Lexington City Schools	Refer dropouts to extended day and DCC, ABE, AHS, and GED programs	N/A	NONE
Davie County Schools	Refers drop-outs to AHS "Read to Succeed" program; tutoring and counseling services for dropouts	24 Not Available	NONE NONE
Martin County Schools	Refer to literacy programs (AHS) and provide class space	25	NONE
Gaston County Schools	Education and counseling services	N/A	NONE
Sampson County Schools	Refer to literacy programs	16	NONE
Clinton City Schools	Refer to literacy programs	55	NONE

Vocational Rehabilitation, Lexington	Refer to DCC and sheltered workshops; conduct testing	10-12 month	NONE
Vocational Rehabilitation, Clinton	Refer to literacy programs and provide counseling	12 12	NONE NONE
Davidson County Extended Day Programs	Courses for high school degree, basic skills if below high school level	15	NONE
Thomasville Schools, Extended Day Programs	Classes for high school degree	serves 35, contacts with 200 per year	NONE
Carolina Panel	ABE and AHS on-site	6-12 per quarter	NONE
Weyerhaeuser Training Center	Instruction in basic skills; assess and follow-up for grade level assignment; transportation; GED testing	120 120 120 20 25	NONE NONE NONE NONE $5
Firestone Fibers	On-site programs in literacy	50	NONE
"Time to Read" Cablevision	Small group tutoring; volunteer training; grade level assessment; refer to literacy programs; assess and follow-up	60 17 60 15 60	NONE NONE NONE NONE NONE
Davidson County Literacy Council	Recruits and trains volunteer tutors; Refers students to DCC	Trained 40 tutors Not available	NONE NONE
Columbus County Literacy Council	One-on-one tutoring in reading	60	NONE

Gaston Literacy Council	One-on-one tutoring in reading	200	NONE
Charlotte Literacy League	One-on-one tutoring in reading and basic skills; transportation to and from instruction; referral services; career/personal counseling; volunteer services; assess and follow-up; grade level assessment	275 5 5 75 100 300 275 275	NONE NONE NONE NONE NONE NONE NONE NONE
Mecklenburg County Literacy Council	One-on-one tutoring in reading; refer to literacy programs; volunteer training	75 5 54	NONE NONE NONE
Literacy Committee of Laurenburg/ Scotland County area of Chamber of Commerce	New organization --will unify efforts in county	N/A	NONE
Scotland Literacy Council	One-on-one service to out-of-school adults with volunteers; refers fifth grade level to ABE and GED	104	NONE
Richmond County Literacy Council	Increase awareness of problem and trains tutors to teach reading; some tutors work within the ABE-RCC classes	3 students 2 tutors	N/A
Manpower Services	Refer to literacy programs	125	NONE
McLaurin Vocational Training, Compensatory Education Program	Provide basic academic skills, high school academic skills and vocational skills	70	NONE